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INTRODUCTION

This document replaces *The Ontario Curriculum, Grades 9 and 10: English, 1999*. Beginning in September 2007, all English courses for Grades 9 and 10 will be based on the expectations outlined in this document.

SECONDARY SCHOOLS FOR THE TWENTY-FIRST CENTURY

The goal of Ontario secondary schools is to support high-quality learning while giving individual students the opportunity to choose programs that suit their skills and interests. The updated Ontario curriculum, in combination with a broader range of learning options outside traditional classroom instruction, will enable students to better customize their high school education and improve their prospects for success in school and in life.

THE IMPORTANCE OF LITERACY, LANGUAGE, AND THE ENGLISH CURRICULUM

> *Literacy is about more than reading or writing – it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and culture.*
>
> *Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today's world. Indeed, it is the excluded who can best appreciate the notion of "literacy as freedom".*
>
> UNESCO, Statement for the United Nations Literacy Decade, 2003–2012

Literacy development is a communal project, and the teaching of literacy skills is embedded across the Ontario curriculum. However, it is the English curriculum that is dedicated to developing the knowledge and skills on which literacy is based – that is, knowledge and skills in the areas of listening and speaking, reading, writing, and viewing and representing.

Language development is central to students' intellectual, social, cultural, and emotional growth and must be seen as a key component of the curriculum. When students learn to use language, they do more than master the basic skills. They learn to value the power of language and to use it responsibly. They learn to express feelings and opinions and to support their opinions with sound arguments and evidence from research. They become aware of the many purposes for which language is used and the diverse forms it can take to serve particular purposes and audiences. They learn to use the formal language appropriate for debates and essays, the narrative language of stories and novels, the figurative language of poetry, the technical language of instructions and manuals. They develop an awareness of how language is used in different formal and informal situations. They come to understand that language is an important medium for communicating ideas and

information, expressing world views, and realizing and communicating artistic vision. Students learn that language can be not only used as a tool but also appreciated and enjoyed.

Language is the basis for thinking, communicating, learning, and viewing the world. Students need language skills in order to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express themselves clearly and demonstrate their learning. Learning to communicate with clarity and precision will help students to thrive in the world beyond school.

Language is a fundamental element of identity and culture. As students read and reflect on a rich variety of literary, informational, and media texts,[1] they develop a deeper understanding of themselves and others and of the world around them. If they see themselves and others in the texts they study, they will be more engaged in learning and they will also come to appreciate the nature and value of a diverse, multicultural society. They will develop the ability to understand and critically interpret a range of texts and to recognize that a text conveys one particular perspective among many.

Language skills are developed across the curriculum and, cumulatively, through the grades. Students use and develop important language skills as they read and think about topics, themes, and issues in various subject areas. Language facility helps students to learn in all subject areas, and using language for a broad range of purposes increases both their ability to communicate with precision and their understanding of how language works. Students develop flexibility and proficiency in their understanding and use of language over time. As they move through the secondary school program, they are required to use language with ever-increasing accuracy and fluency in an expanding range of situations. They are also expected to assume responsibility for their own learning and to apply their language skills in more challenging and complex ways.

PRINCIPLES UNDERLYING THE ENGLISH CURRICULUM

The English curriculum is based on the belief that language learning is critical to responsible and productive citizenship, and that all students can become successful language learners. The curriculum is designed to provide students with the knowledge and skills that they need to achieve this goal. It aims to help students become successful language learners.

Successful language learners:

- understand that language learning is a necessary, life-enhancing, reflective process;
- communicate – that is, read, listen, view, speak, write, and represent – effectively and with confidence;
- make meaningful connections between themselves, what they encounter in texts, and the world around them;
- think critically;
- understand that all texts advance a particular point of view that must be recognized, questioned, assessed, and evaluated;
- appreciate the cultural impact and aesthetic power of texts;
- use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens.

1. The word *text* is used in this document in its broadest sense, as a means of communication that uses words, graphics, sounds, and/or images to convey information and ideas to an audience.

The English curriculum takes into account that students in Ontario come from a wide variety of backgrounds and that every student has a unique set of perspectives, strengths, and needs. Instructional strategies and resources that recognize and reflect the diversity in the classroom and that suit individual strengths and needs are therefore critical to student success. Reading activities should expose students to materials that reflect the diversity of Canadian and world cultures, including those of Aboriginal peoples. Students also need to become familiar with the works of recognized writers from their own and earlier eras. By reading a wide range of materials and being challenged by what they read, students become receptive to new and widely varying ideas and perspectives, and develop their ability to think independently and critically.

Research has shown that when students are given opportunities to choose what they read and what they write about, they are more likely to discover and pursue their own interests. In keeping with this finding, the curriculum requires that students select some of the texts they read and decide on the topic, purpose, and audience for some of the works they produce.

Research has also shown that effective readers and writers unconsciously apply a range of skills and strategies as they read and write. By identifying and explicitly teaching these skills and strategies, teachers enable all students to become effective communicators. The English curriculum focuses on comprehension strategies for listening, viewing, and reading; on the most effective reading and writing processes; on skills and techniques for effective oral and written communication and for the creation of effective media texts; and on the language conventions needed for clear and coherent communication. In addition, it emphasizes the use of higher-level thinking skills, including critical literacy skills, to enable students to understand, appreciate, and evaluate what they read and view at a deeper level, and to help them become reflective, critical, and independent learners.

In implementing this curriculum, teachers will help students to see that language skills are lifelong learning skills that will enable them to better understand themselves and others, unlock their potential as human beings, find fulfilling careers, and become responsible world citizens.

ROLES AND RESPONSIBILITIES IN ENGLISH PROGRAMS

Students

Students have many responsibilities with regard to their learning. Students who make the effort required to succeed in school and who are able to apply themselves will soon discover that there is a direct relationship between this effort and their achievement, and will therefore be more motivated to work. There will be some students, however, who will find it more difficult to take responsibility for their learning because of special challenges they face. The attention, patience, and encouragement of teachers can be extremely important to these students' success. However, taking responsibility for their own progress and learning is an important part of education for all students, regardless of their circumstances.

Mastering the concepts and skills connected with the language curriculum requires work, study, and the development of cooperative skills. In addition, students who actively pursue opportunities outside the classroom will extend and enrich their understanding of the communication process. Their understanding and skills will grow as they explore their world and engage in activities, for their own purposes, that involve reading, writing,

speaking, listening, viewing, and representing. Students develop their literacy skills when they seek out recreational reading materials and multimedia works that relate to their personal interests and to other subject areas, and when they engage in conversation with parents, peers, and teachers about what they are reading, writing, viewing, representing, and thinking in their daily lives.

Parents

Parents[2] have an important role to play in supporting student learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the curriculum, parents can determine what is being taught in the courses their daughters and sons are taking and what they are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations in the various courses will also help parents to interpret teachers' comments on student progress and to work with teachers to improve their children's learning.

Effective ways in which parents can support their children's learning include attending parent-teacher interviews, participating in parent workshops and school council activities (including becoming a school council member), and encouraging their children to complete their assignments at home.

In addition to supporting regular school activities, parents may wish to encourage their sons and daughters to take an active interest in using language for meaningful purposes as a regular part of their activities outside school. They might encourage them to read every day; take out a library membership; join a book club, a computer club, a camera club, or a community group; or subscribe to an age-appropriate magazine. They might also initiate conversations at home about what their daughters and sons are reading.

Teachers

Teachers and students have complementary responsibilities. Teachers develop appropriate instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing different student needs and ensuring sound learning opportunities for every student.

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop the literacy and language skills that will allow them to participate more effectively in their communities as responsible and active citizens. The study of literature and the media provides students with an awareness and appreciation of the culture that surrounds, challenges, and nourishes them.

2. The word *parents* is used in this document to refer to parent(s) and guardian(s).

Principals

The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. To support student learning, principals ensure that the Ontario curriculum is being properly implemented in all classrooms using a variety of instructional approaches. They also ensure that appropriate resources are made available for teachers and students. To enhance teaching and learning in all subjects, including English, principals promote learning teams and work with teachers to facilitate their participation in professional development activities. Principals are also responsible for ensuring that every student who has an Individual Education Plan (IEP) is receiving the modifications and/or accommodations described in his or her plan – in other words, for ensuring that the IEP is properly developed, implemented, and monitored.

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THE PROGRAM IN ENGLISH

OVERVIEW OF THE PROGRAM

The English program in Grades 9 to 12 includes *compulsory courses* and *optional courses*.

The compulsory courses emphasize strong core competencies in listening, speaking, reading, writing, viewing, and representing. As part of their program in Grades 9 and 10, students must take one compulsory course in English in each grade. These courses are offered in two types, academic and applied.[3]

One optional course is offered in the Grade 9–10 curriculum – Literacy Skills: Reading and Writing, Grade 10. This course offers students an opportunity to enhance their literacy skills. It may be taken to fulfil an optional credit requirement or the Group 1 additional compulsory credit requirement for the Ontario Secondary School Diploma (OSSD). It may also be used, at the principal's discretion, as a substitution for one of the compulsory credits required in English. The Literacy Skills course is an "open" course.

Students choose between course types on the basis of their interests, achievement, and postsecondary goals. The course types offered in Grades 9 and 10 are defined as follows:

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Applied courses focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Open courses are designed to prepare students for further study in the subject, and to enrich their education generally. These courses comprise a set of expectations that are appropriate for all students.

School boards may offer a locally developed compulsory credit (LDCC) course in English in each of Grades 9 and 10, which may be used to meet the compulsory credit requirement in English for these grades.[4] The Grade 9 and 10 LDCC courses prepare students for success in the Grade 11 English workplace preparation course.

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3. If the principal deems that the academic and applied courses in either Grade 9 or Grade 10 are sufficiently different, a student may take both courses and, on successful completion, earn a credit for each.

4. If a student successfully completes both an LDCC course in Grade 9 or Grade 10 English and a curriculum course in English in the same grade, the principal may grant a credit for each course, bearing in mind that only one compulsory English credit is required in each grade. (The second credit can be used to meet an optional credit requirement or the Group 1 additional compulsory credit requirement.)

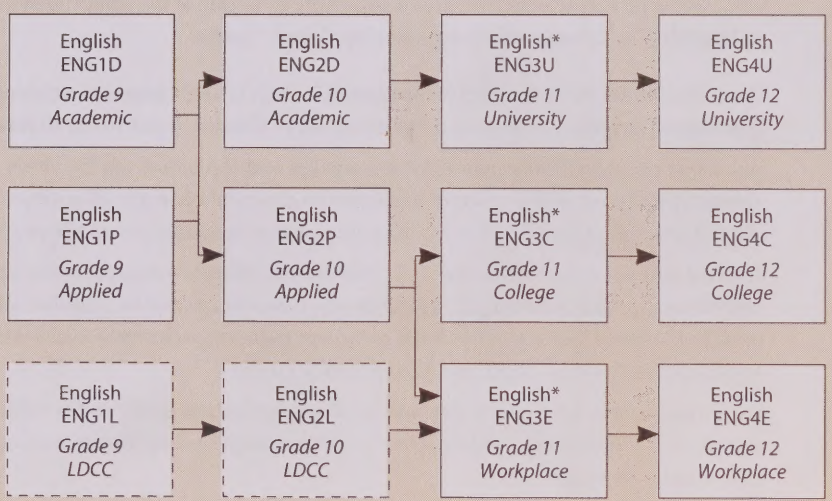
Courses in English, Grades 9 and 10

Grade	Course Name	Course Type	Course Code	Credit	Prerequisite
Compulsory Courses					
9	English	Academic	ENG1D	1	None
9	English	Applied	ENG1P	1	None
10	English	Academic	ENG2D	1	Grade 9 English, Academic or Applied
10	English	Applied	ENG2P	1	Grade 9 English, Academic or Applied
Optional Courses					
10	Literacy Skills: Reading and Writing	Open	ELS2O	1	Grade 9 English, Academic, Applied, or LDCC

Prerequisite Charts for English, Grades 9–12

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.

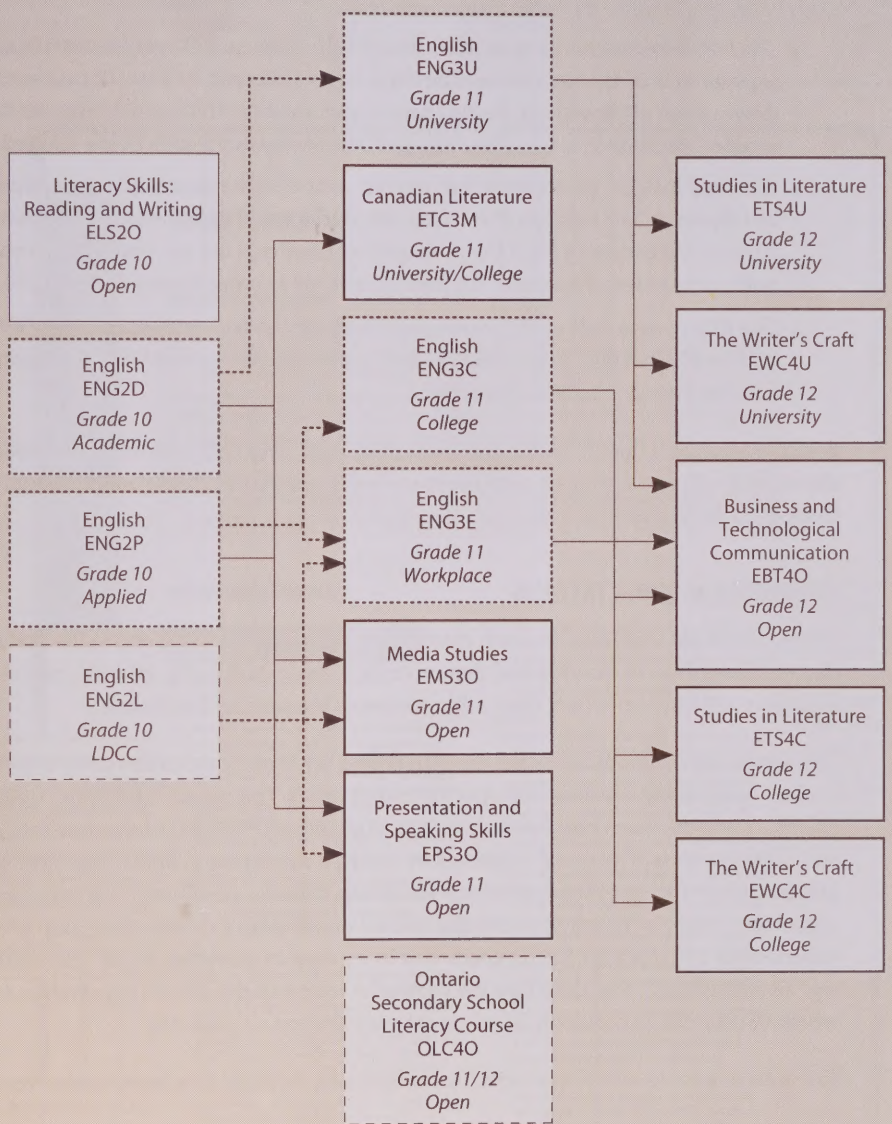
Compulsory Courses


English ENG1D Grade 9 Academic
English ENG2D Grade 10 Academic
English* ENG3U Grade 11 University
English ENG4U Grade 12 University
English ENG1P Grade 9 Applied
English ENG2P Grade 10 Applied
English* ENG3C Grade 11 College
English ENG4C Grade 12 College
English ENG1L Grade 9 LDCC
English ENG2L Grade 10 LDCC
English* ENG3E Grade 11 Workplace
English ENG4E Grade 12 Workplace

* Credit earned for the Grade 11 Native studies course English: Contemporary Aboriginal Voices (University, College, or Workplace Preparation) may be used to meet the Grade 11 compulsory credit requirement in English.

Notes:
- Dashed lines represent courses that are not outlined in this curriculum.
- LDCC – locally developed compulsory credit course

Optional Courses


Literacy Skills: Reading and Writing ELS2O Grade 10 Open
English ENG2D Grade 10 Academic
English ENG2P Grade 10 Applied
English ENG2L Grade 10 LDCC
English ENG3U Grade 11 University
Canadian Literature ETC3M Grade 11 University/College
English ENG3C Grade 11 College
English ENG3E Grade 11 Workplace
Media Studies EMS3O Grade 11 Open
Presentation and Speaking Skills EPS3O Grade 11 Open
Ontario Secondary School Literacy Course OLC4O Grade 11/12 Open
Studies in Literature ETS4U Grade 12 University
The Writer's Craft EWC4U Grade 12 University
Business and Technological Communication EBT4O Grade 12 Open
Studies in Literature ETS4C Grade 12 College
The Writer's Craft EWC4C Grade 12 College

Notes:
- Dotted lines represent compulsory courses. Dashed lines represent courses that are not outlined in this document.
- LDCC – locally developed compulsory credit course

Half-Credit Courses

The courses outlined in the Grade 9–12 English curriculum documents are designed as full-credit courses. However, *with the exception of Grade 12 university preparation and university/college preparation courses*, they may also be delivered as half-credit courses.

Half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, must adhere to the following conditions:

- The two half-credit courses created from a full course must together contain all of the expectations of the full course. The expectations for each half-credit course must be drawn from all strands of the full course and must be divided in a manner that best enables students to achieve the required knowledge and skills in the allotted time.
- A course that is a prerequisite for another course in the secondary curriculum may be offered as two half-credit courses, but students must successfully complete both parts of the course to fulfil the prerequisite. (Students are not required to complete both parts unless the course is a prerequisite for another course they wish to take.)
- The title of each half-credit course must include the designation *Part 1* or *Part 2*. A half credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript.

Boards will ensure that all half-credit courses comply with the conditions described above, and will report all half-credit courses to the ministry annually in the School October Report.

CURRICULUM EXPECTATIONS

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

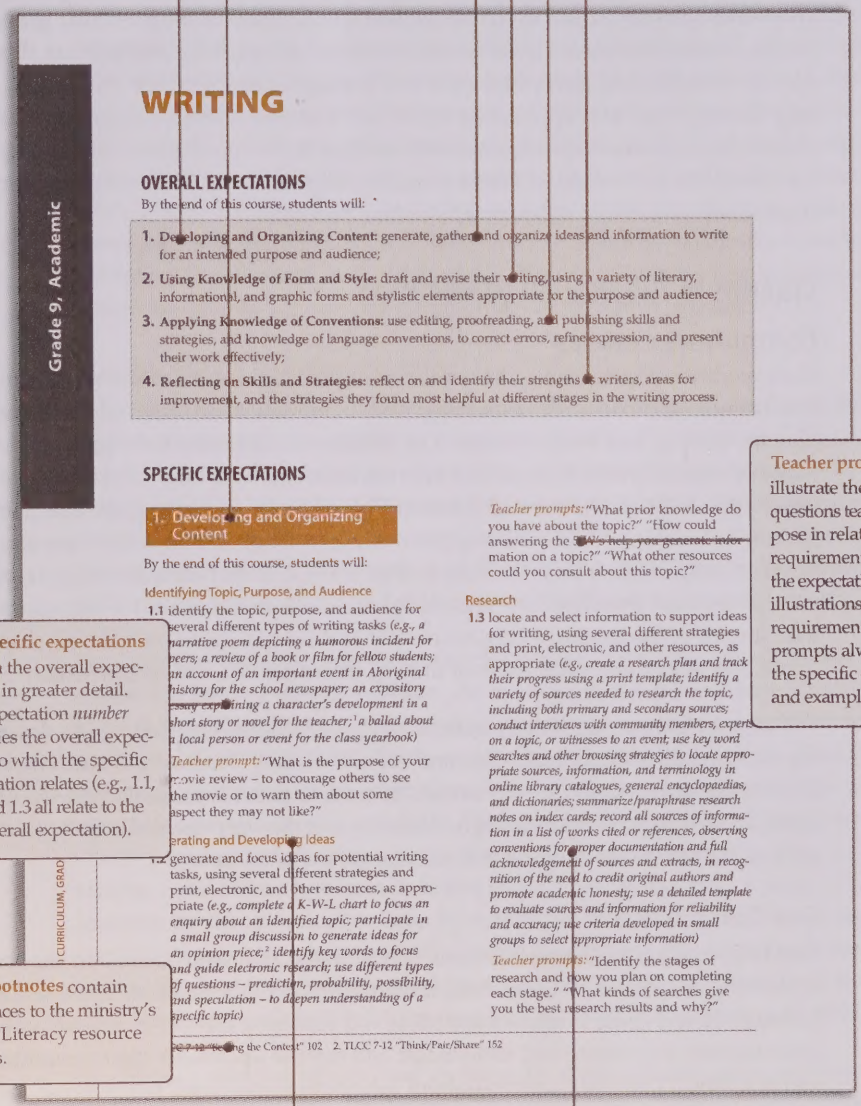
Two sets of expectations are listed for each strand (or broad curriculum area) of every course – overall expectations and specific expectations. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are grouped under numbered headings, or "sub-organizers", each of which indicates the overall expectation to which the group of specific expectations corresponds. Each expectation in a group is identified by an "expectation tag" (a subheading) that describes the particular aspect of the overall expectation to which the specific expectation refers (see the illustration on page 13).

Taken together, the overall and specific expectations represent the mandated curriculum.

In the core English curriculum (the compulsory courses offered in every grade), the *overall expectations* outline standard sets of knowledge and skills required for effective listening and speaking, reading, writing, and viewing and representing. They encompass the types of understanding, skills, approaches, and processes that are applied by effective communicators of all ages and levels of development, and are therefore described in constant terms from grade to grade. The English curriculum focuses on developing the depth

A **numbered heading**, or **sub-organizer**, introduces each overall expectation. The same heading is used to identify the group of specific expectations that relate to the particular overall expectation. For example, the sub-organizer *1. Developing and Organizing Content* introduces a list of six specific expectations that all relate to the first overall expectation.

The **overall expectations** describe in general terms the knowledge and skills students are expected to demonstrate by the end of each course. In the compulsory English courses, they outline a standard set of knowledge and skills needed for effective performance in each of the strands – Oral Communication, Reading and Literature Studies, Writing, and Media Studies. The overall expectations in the core English curriculum are therefore the same for the same strand in every course.



Grade 9, Academic

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of this course, students will:

Identifying Topic, Purpose, and Audience

1.1 identify the topic, purpose, and audience for several different types of writing tasks (*e.g., a narrative poem depicting a humorous incident for peers; a review of a book or film for fellow students; an account of an important event in Aboriginal history for the school newspaper; an expository essay explaining a character's development in a short story or novel for the teacher;*[1] *a ballad about a local person or event for the class yearbook)*

Teacher prompt: "What is the purpose of your movie review – to encourage others to see the movie or to warn them about some aspect they may not like?"

Generating and Developing Ideas

1.2 generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate (*e.g., complete a K-W-L chart to focus an enquiry about an identified topic; participate in a small group discussion to generate ideas for an opinion piece;*[2] *identify key words to focus and guide electronic research; use different types of questions – prediction, probability, possibility, and speculation – to deepen understanding of a specific topic)*

Teacher prompts: "What prior knowledge do you have about the topic?" "How could answering the ~~Why~~ help you generate information on a topic?" "What other resources could you consult about this topic?"

Research

1.3 locate and select information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate (*e.g., create a research plan and track their progress using a print template; identify a variety of sources needed to research the topic, including both primary and secondary sources; conduct interviews with community members, experts on a topic, or witnesses to an event; use key word searches and other browsing strategies to locate appropriate sources, information, and terminology in online library catalogues, general encyclopaedias, and dictionaries; summarize/paraphrase research notes on index cards; record all sources of information in a list of works cited or references, observing conventions for proper documentation and full acknowledgement of sources and extracts, in recognition of the need to credit original authors and promote academic honesty; use a detailed template to evaluate sources and information for reliability and accuracy; use criteria developed in small groups to select appropriate information)*

Teacher prompts: "Identify the stages of research and how you plan on completing each stage." "What kinds of searches give you the best research results and why?"

1. TLCC 7-12 "Setting the Context" 102 2. TLCC 7-12 "Think/Pair/Share" 152

Teacher prompts illustrate the kinds of questions teachers might pose in relation to the requirement specified in the expectation. They are illustrations only, not requirements. Teacher prompts always follow the specific expectation and examples.

The **specific expectations** explain the overall expectations in greater detail. The expectation *number* identifies the overall expectation to which the specific expectation relates (e.g., 1.1, 1.2, and 1.3 all relate to the first overall expectation).

The **footnotes** contain references to the ministry's Think Literacy resource guides.

Expectation tags are subheadings that identify the particular aspect of the overall expectation that the specific expectation addresses.

The **examples** help to clarify the requirement specified in the expectation and to suggest its intended depth and level of complexity. They are illustrations only, not requirements. Examples are italicized.

and level of sophistication of students' knowledge and skills associated with each of these key overall expectations by increasing the complexity of the texts they work with and the tasks they perform over time.

The *specific expectations* reflect this progression in knowledge and skills from grade to grade, and also indicate differences between course types, through a combination of the following: (1) the wording of the expectation itself, (2) the examples that are given in parentheses in the expectation, and/or (3) the teacher prompts that may follow the expectation. The examples and teacher prompts help to clarify the requirements specified in the expectations and suggest the intended depth and level of complexity of the expectations. They have been developed to model appropriate practice for the particular grade and course type and are meant to serve as illustrations for teachers. Teachers can choose to use the examples and teacher prompts that are appropriate for their classrooms, or they may develop their own approaches that reflect a similar level of complexity. Whatever the specific ways in which the requirements outlined in the expectations are implemented in the classroom, they must, wherever possible, be inclusive and reflect the diversity of the student population and the population of the province.

STRANDS IN THE ENGLISH CURRICULUM

Compulsory Courses

The expectations in the compulsory courses of the English curriculum are organized in four strands, or broad areas of learning: Oral Communication, Reading and Literature Studies, Writing, and Media Studies. The program in all grades is designed to develop a range of essential skills in these four interrelated areas, built on a solid foundation of knowledge of the conventions of standard English and incorporating the use of analytical, critical, and metacognitive thinking skills. Students learn best when they are encouraged to consciously monitor their thinking as they learn, and each strand includes expectations that call for such reflection. The knowledge and skills described in the expectations in the four strands of the language curriculum will enable students to understand, respond to, create, and appreciate a full range of literary, informational, and media texts.

The areas of learning are closely interrelated, and the knowledge and skills described in the four strands are interdependent and complementary. Teachers plan activities that blend expectations from the four strands in order to provide students with the kinds of experiences that promote meaningful learning and that help them recognize how literacy skills in the four areas reinforce and strengthen one another.

Oral Communication

Oral language is a fundamental means of communication with others and the cornerstone of learning in all areas. Through talk, students not only communicate information but also explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge; and express and clarify their thoughts, feelings, and opinions. When they converse about information and ideas, they become aware not only of the various perspectives of other speakers and writers but also of the language structures and conventions they use. As students work towards achieving the expectations for this strand, they will improve their ability to explore and communicate ideas in both classroom and formal speaking situations.

To develop their oral communication skills, students need numerous opportunities to listen and to talk about a range of subjects, including personal interests, cultural knowledge, school work, and current affairs. The language program should provide opportunities for students to engage in various thought-provoking oral activities in connection with expectations in all the strands – for example, brainstorming to identify what they know about the topic of a new text they are about to read, discussing strategies for solving a problem in a writing assignment, presenting and defending ideas or debating issues, and offering informal critiques of work produced by their peers.

Listening and speaking are essential skills for social interaction at home, at school, and in the community. In order for all students to benefit from the opportunities provided in the classroom for listening and speaking, differences in the norms and conventions associated with oral communication in different cultures must be taken into account. In addition, for some students, the notion that learning involves talk is unfamiliar, and talk that supports learning must be explicitly taught and modelled. All students can benefit from opportunities to improve their listening and response skills and to refine their ideas and their ability to express them. The Oral Communication strand focuses on the identification and development of the skills and strategies effective listeners and speakers use to understand and interact with others. It also emphasizes the use of higher-order thinking skills to stimulate students' interest and engage them in their own learning.

Reading and Literature Studies

Although many students entering the Grade 9 English program are fluent, independent readers, some may need additional support to develop their reading skills and to monitor their own progress. In addition, all students need instruction to cope with the more challenging reading demands of the secondary school curriculum, which requires students to consider increasingly abstract concepts and to use language structures that are more complex and vocabulary that is more specialized than in earlier grades. The English program will help students learn to read efficiently and to absorb information quickly.

The English curriculum focuses on developing the knowledge and skills that will enable students to become effective readers. An effective reader is one who not only grasps the ideas communicated in a text but is able to apply them in new contexts. To do this, the reader must be able to think clearly, creatively, and critically about the ideas and information encountered in texts in order to understand, analyse, and absorb them and to recognize their relevance in other contexts. Students can develop the skills necessary to become effective readers by applying a range of comprehension strategies as they read and by reading a wide variety of texts. It is also important that they read a range of materials that illustrate the many uses of writing. By reading widely, students will develop a richer vocabulary and become more attuned to the conventions of written language. Reading various kinds of texts in all areas of the curriculum will also help students to discover what interests them most and to pursue and develop their interests and abilities.

Reading is a complex process that involves the application of various strategies before, during, and after reading. For example, before reading, students might prepare by identifying the purpose of the reading activity and by activating their prior knowledge about the topic of the text. Teachers help build the necessary background knowledge for students whose life experiences may not have provided them with the information they need to understand the text. During reading, students may use "cueing systems" – that is,

clues from context or from their understanding of language structures and/or letter-sound relationships – to help them solve unfamiliar words, and comprehension strategies to help them make meaning of the text. Comprehension strategies include predicting, visualizing, questioning, drawing inferences, identifying main ideas, summarizing, and monitoring and revising comprehension. After reading, students may analyse, synthesize, make connections, evaluate, and use other critical and creative thinking skills to achieve a deeper understanding of the material they have read. It is important to note that although the specific expectations for each grade may focus on particular strategies that emphasize grade-appropriate skills, they do not impose a restriction on the range of strategies students will apply in that grade. Teachers must use their professional judgement in deciding which comprehension strategies to model and teach, based on the identified learning needs of the students in their classrooms and on the nature of the particular texts students are reading.

Fluent, independent readers read frequently for a variety of different purposes – to locate information, to satisfy curiosity, for enjoyment, to build vocabulary, for research, and for various more specifically defined purposes. The purpose for reading will be determined by the teacher in some cases and by the student in others. The reading program should include a wide variety of literary, informational, and graphic texts that engage students' interest and imagination – for example, novels; poetry; myths, fables, and folk tales; short stories; textbooks and books on topics in science, history, mathematics, geography, and other subjects; biographies, autobiographies, memoirs, and journals; plays and radio, film, or television scripts; encyclopaedia entries; graphs, charts, and diagrams in textbooks or magazine articles; instructions and manuals; graphic novels, comic books, and cartoons; newspaper articles and editorials; databases and websites; and essays and reports. Teachers routinely provide materials that reflect the diversity of Canadian and world cultures, including the cultures of Aboriginal peoples. Within each course and from one grade to another, students should be assigned texts of increasing complexity as they develop their reading skills, and should also have many opportunities to select their own reading materials. Frequent exposure to good writing will inspire students to work towards high standards in their own writing and will help them develop an appreciation for the power and beauty of the written word.

The study of literature is central in the secondary English curriculum; it offers students opportunities to expand their intellectual horizons and to extend and strengthen their literacy skills. As a creative representation of life and experience, literature raises important questions about the human condition, now and in the past. As students increase their knowledge of accomplished writers and literary works, and vicariously experience times, events, cultures, and values different from their own, they deepen their understanding of the many dimensions of human thought and human experience.

All students, regardless of their postsecondary plans, need to read a balance of exemplary literary, informational, and graphic texts that nourish the imagination, promote intellectual growth, contribute to a sense of aesthetic appreciation, and provide a broad range of language models for their own writing. They should be exposed to literary works drawn from many genres, historical periods, and cultures, by both female and male writers, that represent a wide range of perspectives and reflect the diversity of Canada and the world.

This strand helps students learn to read with understanding, to read critically, to become familiar with various text forms and their characteristic elements, and to recognize the function and effects of various text features and stylistic devices. It helps students

understand that reading is a process of constructing meaning and equips them with the strategies that good readers use to understand and appreciate what they read.

Writing

> *Writing ... provides students with powerful opportunities to learn about themselves and their connections to the world. Through writing, students organize their thoughts, remember important information, solve problems, reflect on a widening range of perspectives, and learn how to communicate effectively for specific purposes and audiences. They find their voice and have opportunities to explore other voices. By putting their thoughts into words and supporting the words with visual images in a range of media, students acquire knowledge and deepen their understanding of the content in all school subjects.*
>
> Ministry of Education, *Literacy for Learning*, 2004, p. 79

A central goal of the Writing strand is to promote students' growth as confident writers and researchers who can communicate competently using a range of forms and styles to suit specific purposes and audiences and correctly applying the conventions of language – grammar, usage, spelling, and punctuation. These conventions are best learned in the context of meaningful and creative writing activities that allow students to develop the ability to think and write clearly and effectively.

Writing, from initial musings to final publication, is a complex process that involves a range of complementary thinking and composing skills, as well as other language processes, including reading, speaking, and listening. As writers compose, they consider their audience; make decisions about form, style, and organization; and apply their knowledge of language use. To develop these competencies, students need a supportive classroom environment, with opportunities to extend and refine their skills in using the writing process and doing research. At the secondary level, teachers continue to teach and model effective strategies and skills, as well as provide appropriate scaffolding for students who are building skills and working towards independence. Students need opportunities to apply these skills and to write daily, in many forms and genres, for a variety of purposes and audiences, and within different time constraints. The forms and genres explored may include essays, reports, short stories, poetry, scripts, journals, letters, biographies, children's stories, articles, reviews, précis, explanations, instructions, notes, procedures, résumés, and advertisements. Because postsecondary institutions and employers require clear, well-organized writing, on demand and within strict timelines, students also need to learn and practise strategies for writing effectively and correctly in the context of in-class writing assignments and test situations.

Students benefit from opportunities to produce writing that is interesting and original and that reflects their capacity for independent critical thought. Writing activities that students find meaningful and that challenge them to think creatively about topics and concerns that interest them will lead to a fuller and more lasting command of the essential skills of writing.

The overall expectations in this strand focus on the elements of effective writing (ideas/content, organization, voice, word choice, sentence fluency, language conventions, and presentation) and on the stages of the recursive writing process (planning for writing, drafting, revising, editing and proofreading, and publishing). In the specific expectations, the examples and teacher prompts refer to writing forms and language conventions that are appropriate for instruction in the given course. The forms and conventions noted are not, however, the only ones that may be taught in the course, nor are they exclusive to the

course. Teachers will continue to make professional decisions about which writing forms and language conventions they will cover in every course, based on the identified learning needs of the students in their classrooms.

Media Studies

Media Studies focuses on the art, meaning, and messaging of various forms of media texts. Media texts can be understood to include any work, object, or event that communicates meaning to an audience. Most media texts use words, graphics, sounds, and/or images, in print, oral, visual, or electronic form, to communicate information and ideas to their audience. Whereas traditional English language study may be seen to focus primarily on the understanding of the word, media studies focuses on the construction of meaning through the combination of several media "languages" – images, sounds, graphics, and words.

Media Studies explores the impact and influence of mass media and popular culture by examining texts such as films, songs, video games, action figures, advertisements, CD covers, clothing, billboards, television shows, magazines, newspapers, photographs, and websites.[5] These texts abound in our electronic information age, and the messages they convey, both overt and implied, can have a significant influence on students' lives. For this reason, critical thinking as it applies to media products and messages assumes a special significance. Understanding how media texts are constructed and why they are produced enables students to respond to them intelligently and responsibly. Students must be able to differentiate between fact and opinion; evaluate the credibility of sources; recognize bias; be attuned to discriminatory portrayals of individuals and groups, such as religious or sexual minorities, people with disabilities, or seniors; and question depictions of violence and crime.

Students' repertoire of communication skills should include the ability to critically interpret the messages they receive through the various media and to use these media to communicate their own ideas effectively as well. Skills related to high-tech media such as the Internet, film, and television are particularly important because of the power and pervasive influence these media wield in our lives and in society. Becoming conversant with these and other media can greatly expand the range of information sources available to students, and enhance potential career opportunities in the communication and entertainment industries.

To develop their media literacy skills, students should have opportunities to view, analyse, and discuss a wide variety of media texts and relate them to their own experience. They should also have opportunities to use available technologies to create media texts of different types (e.g., computer graphics, cartoons, graphic designs and layouts, radio plays, short videos, web pages).

5. Teachers should make students aware that images, print materials, music, or video clips used in connection with tasks and assignments may be subject to copyright, and the appropriate releases should be obtained prior to use. This applies to items downloaded from the Internet as well.

This strand focuses on helping students develop the skills required to understand, create, and critically interpret media texts. It examines how images (both moving and still), sound, and words are used, independently and in combination, to create meaning. It explores the use and significance of particular conventions and techniques in the media and considers the roles of the viewer and the producer in constructing meaning in media texts. Students apply the knowledge and skills gained through analysis of media texts as they create their own texts.

In the specific expectations in this strand, the examples and teacher prompts refer to media forms and conventions that are appropriate for instruction in the given course. These are not, however, the only forms and conventions that students may explore in the course, nor are they exclusive to the course. Teachers will continue to use their professional judgement to decide on the forms and conventions students will study in every course, based on the identified learning needs of the students in their classrooms.

Optional Courses

The expectations in the optional courses in the English program are clustered in strands suited to the particular theme or focus of the course.

The Grade 10 optional course, Literacy Skills: Reading and Writing, contains two strands: Reading Skills and Writing Skills.

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

BASIC CONSIDERATIONS

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart on pages 24–25;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;

- are fair to all students;
- accommodate the needs of students with special education needs, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction (English or French);
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course or the school term and at other appropriate points throughout the school year.

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

The characteristics given in the achievement chart (pages 24–25) for level 3 represent the "provincial standard" for achievement of the expectations in a course. A complete picture of overall achievement at level 3 in a course in English can be constructed by reading from top to bottom in the shaded column of the achievement chart, headed "70–79% (Level 3)". Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent courses.

Level 1 identifies achievement that falls much below the provincial standard, while still reflecting a passing grade. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the specified knowledge and skills in more sophisticated ways than a student achieving at level 3.

THE ACHIEVEMENT CHART FOR ENGLISH

The achievement chart that follows identifies four categories of knowledge and skills in English. The achievement chart is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

The purpose of the achievement chart is to:

- provide a common framework that encompasses all curriculum expectations for all courses outlined in this document;
- guide the development of quality assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- assist teachers in providing meaningful feedback to students;
- provide various categories and criteria with which to assess and evaluate students' learning.

Categories of Knowledge and Skills

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are described as follows:

Knowledge and Understanding. Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes, as follows:

- planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)
- processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)
- critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)

Communication. The conveying of meaning through various text forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

Criteria

Within each category in the achievement chart, criteria are provided that are subsets of the knowledge and skills that define each category. For example, in Knowledge and Understanding, the criteria are "knowledge of content (e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)" and "understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)". The criteria identify the aspects of student performance that are assessed and/or evaluated, and serve as guides to what to look for.

Descriptors

A "descriptor" indicates the characteristic of the student's performance, with respect to a particular criterion, on which assessment or evaluation is focused. In the achievement chart, *effectiveness* is the descriptor used for each criterion in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion. For example, in the Thinking category, assessment of effectiveness might focus on the degree of relevance or depth apparent in an analysis; in the Communication category, on clarity of expression or logical organization of information and ideas; or in the Application category, on appropriateness or breadth in the making of connections. Similarly, in the Knowledge and Understanding category, assessment of knowledge might focus on accuracy, and assessment of understanding might focus on the depth of an explanation. Descriptors help teachers to focus their assessment and evaluation on specific knowledge and skills for each category and criterion, and help students to better understand exactly what is being assessed and evaluated.

Qualifiers

A specific "qualifier" is used to define each of the four levels of achievement – that is, *limited* for level 1, *some* for level 2, *considerable* for level 3, and a *high degree* or *thorough* for level 4. A qualifier is used along with a descriptor to produce a description of performance at a particular level. For example, the description of a student's performance at level 3 with respect to the first criterion in the Thinking category would be: "the student uses planning skills with *considerable* effectiveness".

The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. In all of their courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.

ACHIEVEMENT CHART: ENGLISH, GRADES 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content *(e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)*	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content *(e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)*	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills *(e.g., generating ideas, gathering information, focusing research, organizing information)*	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills *(e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)*	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes *(e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)*	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information *(e.g., clear expression, logical organization)* **in oral, graphic, and written forms, including media forms**	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes *(e.g., use of appropriate style, voice, point of view)* **in oral, graphic, and written forms, including media forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions *(e.g., grammar, spelling, punctuation, usage)*, **vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms**	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills *(e.g., literacy strategies and processes; literary terminology, concepts, and theories)* **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills *(e.g., literacy strategies and processes; literary terminology, concepts, and theories)* **to new contexts**	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts *(e.g., between the text and personal knowledge and experience, other texts, and the world outside school)*	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

EVALUATION AND REPORTING OF STUDENT ACHIEVEMENT

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9 to 12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

REPORTING ON DEMONSTRATED LEARNING SKILLS

The report card provides a record of the learning skills demonstrated by the student in every course, in the following five categories: Works Independently, Teamwork, Organization, Work Habits, and Initiative. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement). The separate evaluation and reporting of the learning skills in these five areas reflect their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, should not be considered in the determination of percentage grades.

SOME CONSIDERATIONS FOR PROGRAM PLANNING

MINISTRY RESOURCES

The Ministry of Education has produced or supported the production of a variety of resource documents that teachers may find helpful as they plan programs based on the expectations outlined in this curriculum document. Those resources include the following:

Think Literacy Success, Grades 7–12: Report of the Expert Panel on Students at Risk in Ontario, 2003

Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Reading, Writing, Communicating, 2003

Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Subject-Specific Examples: Media, Grades 7–10, 2005

Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills, 2004

Many Roots, Many Voices: Supporting English Language Learners in Every Classroom, 2005

These resources are available on the Ministry of Education website, at www.edu.gov.on.ca.

INSTRUCTIONAL APPROACHES

The English curriculum is based on the premise that *all students can be successful language learners*. One of the keys to student success in mastering language skills is high-quality instruction.

Teachers who provide quality instruction respect students' strengths and address their learning needs, using assessment information to plan instruction. They clarify the purpose for learning, help students activate prior knowledge, and differentiate instruction for individual students and small groups according to need. Teachers explicitly teach and model learning strategies and encourage students to talk through their thinking and learning processes. They also provide many opportunities for students to practise and apply their developing knowledge and skills.

Effective teaching approaches involve students in the use of higher-level thinking skills and encourage them to look beyond the literal meaning of texts and to think about fairness, equity, social justice, and citizenship in a global society.

Motivating students and instilling positive habits of mind, such as a willingness and determination to persist, to think and communicate with clarity and precision, to take responsible risks, and to question and pose problems, are also integral to high-quality language instruction.

Language is best learned through activities that present stimulating ideas, issues, and themes that are meaningful to students. Since no single instructional approach can meet all the needs of each learner, teachers select classroom activities that are based on an assessment of students' individual needs, proven learning theory, and best practices. In effective English programs, teachers introduce a rich variety of activities that integrate expectations from different strands and provide for the explicit teaching of knowledge and skills. They also provide frequent opportunities for students to rehearse, practise, and apply skills and strategies, and to make their own choices.

PLANNING ENGLISH PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. *Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006* endorses a set of beliefs that should guide program planning for students with special education needs *in all disciplines*. Those beliefs are as follows:

- All students can succeed.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Classroom teachers are key educators for a student's literacy and numeracy development.
- Each student has his or her own unique patterns of learning.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

In any given classroom, students may demonstrate a wide range of learning styles and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

In planning English courses for students with special education needs, teachers should begin by examining the current achievement level of the individual student, the strengths

and learning needs of the student, and the knowledge and skills that all students are expected to demonstrate at the end of the course, in order to determine which of the following options is appropriate for the student:

- no accommodations[6] or modifications; or
- accommodations only; or
- modified expectations, with the possibility of accommodations; or
- alternative expectations, which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs and/or courses, can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004* (referred to hereafter as the *IEP Resource Guide, 2004*). For a detailed discussion of the ministry's requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as *IEP Standards, 2000*). (Both documents are available at www.edu.gov.on.ca.)

Students Requiring Accommodations Only

Some students are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow access to the course without any changes to the knowledge and skills the student is expected to demonstrate. The accommodations required to facilitate the student's learning must be identified in his or her IEP (see *IEP Standards, 2000*, page 11). A student's IEP is likely to reflect the same accommodations for many, or all, subjects or courses.

Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners.

There are three types of accommodations:

- *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the *IEP Resource Guide, 2004*, for more examples).

If a student requires "accommodations only" in English courses, assessment and evaluation of his or her achievement will be based on the appropriate course curriculum expectations and the achievement levels outlined in this document. The IEP box on the student's Provincial Report Card will not be checked, and no information on the provision of accommodations will be included.

6. "Accommodations" refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment.

Students Requiring Modified Expectations

Some students will require modified expectations, which differ from the regular course expectations. For most students, modified expectations will be based on the regular course curriculum, with changes in the number and/or complexity of the expectations. Modified expectations represent specific, realistic, observable, and measurable achievements and describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.

It is important to monitor, and to reflect clearly in the student's IEP, the extent to which expectations have been modified. As noted in Section 7.12 of the ministry's policy document *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

When a student is expected to achieve most of the curriculum expectations for the course, the modified expectations should identify *how the required knowledge and skills differ from those identified in the course expectations*. When modifications are so extensive that achievement of the learning expectations (knowledge, skills, and performance tasks) is not likely to result in a credit, the expectations should *specify the precise requirements or tasks on which the student's performance will be evaluated* and which will be used to generate the course mark recorded on the Provincial Report Card.

Modified expectations indicate the knowledge and/or skills the student is expected to demonstrate and have assessed *in each reporting period* (*IEP Standards, 2000,* pages 10 and 11). The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (*IEP Standards, 2000,* page 11).

If a student requires modified expectations in English courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the Provincial Report Card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from the *Guide to the Provincial Report Card, Grades 9–12, 1999* (page 8) must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the course.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English

were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these students are entering a new linguistic and cultural environment. All teachers share in the responsibility for their English language development.

English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

Most English language learners in Ontario schools have an age-appropriate proficiency in their first language. Although they need frequent opportunities to use English at school, there are important educational and social benefits associated with continued development of their first language while they are learning English. Teachers need to encourage parents to continue to use their own language at home in rich and varied ways as a foundation for language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs from teachers who specialize in meeting their language-learning needs:

English as a Second Language (ESL) programs are for students born in Canada or newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools.

English Literacy Development (ELD) programs are primarily for newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools, and who arrive with significant gaps in their education. These students generally come from countries where access to education is limited or where there are limited opportunities to develop language and literacy skills in any language. Some Aboriginal students from remote communities in Ontario may also have had limited opportunities for formal schooling, and they also may benefit from ELD instruction.

In planning programs for students with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, students who are in an early stage of English-language acquisition may go through a "silent period" during which they closely observe the interactions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have

gained enough proficiency in English to feel confident of their interpretations and responses. Students thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are ready to participate, in paired, small-group, or whole-class activities, some students will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.

With exposure to the English language in a supportive learning environment, most young children will develop oral fluency quite quickly, making connections between concepts and skills acquired in their first language and similar concepts and skills presented in English. However, oral fluency is not a good indicator of a student's knowledge of vocabulary or sentence structure, reading comprehension, or other aspects of language proficiency that play an important role in literacy development and academic success. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes. Moreover, the older the children are when they arrive, the greater the language knowledge and skills that they have to catch up on, and the more direct support they require from their teachers.

Responsibility for students' English-language development is shared by the classroom teacher, the ESL/ELD teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the language classroom. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks, pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

When learning expectations in any course are modified for an English language learner (whether the student is enrolled in an ESL or ELD course or not), this information must be clearly indicated on the student's report card.

Although the degree of program adaptation required will decrease over time, students who are no longer receiving ESL or ELD support may still need some program adaptations to be successful.

For further information on supporting English language learners, refer to *The Ontario Curriculum, Grades 9–12: English as a Second Language and English Literacy Development, 2007* and the resource guide *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom* (Ministry of Education, 2005).

ANTIDISCRIMINATION EDUCATION

Overview

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high standards, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the wider society. It requires schools to adopt measures to provide a safe environment for learning, free from harassment, violence, and expressions of hate.

Antidiscrimination education encourages students to think critically about themselves and others in the world around them in order to promote fairness, healthy relationships, and active, responsible citizenship.

Schools also have the opportunity to ensure that school-community interaction reflects the diversity in the local community and wider society. Consideration should be given to a variety of strategies for communicating and working with parents and community members from diverse groups, in order to ensure their participation in such school activities as plays, concerts, and teacher interviews. Families new to Canada, who may be unfamiliar with the Ontario school system, or parents of Aboriginal students may need special outreach and encouragement in order to feel comfortable in their interactions with the school.

Antidiscrimination Education in the English Program

Learning resources that reflect the broad range of students' interests, backgrounds, cultures, and experiences are an important aspect of an inclusive English program. In such a program, learning materials involve protagonists of both sexes from a wide variety of backgrounds. Teachers routinely use materials that reflect the diversity of Canadian and world cultures, including those of contemporary First Nations, Métis, and Inuit peoples, and make them available to students. Short stories, novels, magazine and newspaper articles, television programs, and films provide opportunities for students to explore issues relating to their self-identity. In inclusive programs, students are made aware of the historical, cultural, and political contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying.

Stories, novels, informational texts, and media works relating to the immigrant experience provide rich thematic material for study, as well as the opportunity for students new to Canada to share their knowledge and experiences with others. In addition, in the context of the English program, both students and teachers should become aware of aspects of intercultural communication – for example, by exploring how different cultures interpret the use of eye contact and body language in conversation and during presentations.

Resources should be chosen not only to reflect diversity but also on the basis of their appeal for both girls and boys in the classroom. Recent research has shown that many boys are interested in informational materials, such as manuals and graphic texts, as opposed to works of fiction, which are often more appealing to girls. Both sexes read Internet materials, such as website articles, e-mail, and chat messages, outside the classroom. *Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills* (available on the Ministry of Education website) provides a number of useful literacy strategies that focus on engaging boys in reading and writing and that can enhance the learning environment for both female and male students.

The development of critical thinking skills is integral to the English curriculum. In the context of what is now called "critical literacy", these skills include the ability to identify perspectives, values, and issues; detect bias; and read for implicit as well as overt meaning. In the English program, students develop the ability to detect negative bias and stereotypes in literary texts and informational materials. When using biased informational texts, or literary works containing negative stereotypes, for the express purpose of critical analysis, teachers must take into account the potential negative impact of bias on students and use appropriate strategies to address students' responses.

Critical literacy also involves asking questions and challenging the status quo, and leads students to look at issues of power and justice in society. The program empowers students by enabling them to express themselves and to speak out about issues that strongly affect them.

Literature studies and media studies also afford both students and teachers a unique opportunity to explore the social and emotional impact of bullying, violence, and discrimination in the form of racism, sexism, or homophobia on individuals and families. Teachers can help students link the understanding they gain in this regard to messages conveyed through the school's antibullying and violence-prevention programming.

LITERACY, MATHEMATICAL LITERACY, AND INQUIRY/RESEARCH SKILLS

Literacy, mathematical literacy, and inquiry/research skills are critical to students' success in all subjects of the curriculum and in all areas of their lives.

The acquisition and development of literacy skills is clearly the focus of the English curriculum, but the English program also builds on, reinforces, and enhances mathematical literacy. For example, clear, concise communication often involves the use of diagrams, charts, tables, and graphs, and the English curriculum emphasizes students' ability to interpret and use graphic texts.

Inquiry is at the heart of learning in all subject areas. In English courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. As they advance through the grades, they acquire the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopaedias, interviews, videos, and the Internet. The questioning they practised in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

THE ROLE OF THE SCHOOL LIBRARY IN THE ENGLISH PROGRAM

The school library program can help to build and transform students' knowledge to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the language curriculum by encouraging students to read widely, teaching them to read for understanding and enjoyment, and helping them to improve their research skills and to use information gathered through research effectively.

The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- acquire an understanding of the richness and diversity of literary and informational texts produced in Canada and around the world;
- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning.

The school library program plays a key role in the development of information literacy and research skills. In collaboration with classroom or content-area teachers, teacher-librarians develop, teach, and provide students with authentic information and research tasks that foster learning, including the ability to:

- locate, select, gather, critically evaluate, create, and communicate information;
- use the information obtained to solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives;
- communicate their findings for different audiences, using a variety of formats and technologies;
- use information and research with understanding, responsibility, and imagination.

THE ROLE OF TECHNOLOGY IN THE ENGLISH PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology and/or Internet websites to gain access to museums and archives in Canada and around the world. Students can also use digital cameras and projectors to design and present the results of their research to their classmates.

Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues of Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.

Teachers will find the various ICT tools useful in their teaching practice, both for whole-class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

THE ONTARIO SKILLS PASSPORT AND ESSENTIAL SKILLS

Teachers planning programs in English need to be aware of the purpose and benefits of the Ontario Skills Passport (OSP). The OSP is a bilingual web-based resource that enhances the relevancy of classroom learning for students and strengthens school–work connections. The OSP provides clear descriptions of Essential Skills such as Reading Text, Writing, Computer Use, Measurement and Calculation, and Problem Solving and includes an extensive database of occupation-specific workplace tasks that illustrate how workers use these skills on the job. The Essential Skills are transferable, in that they are used in virtually all occupations. The OSP also includes descriptions of important work habits, such as working safely, being reliable, and providing excellent customer service. The OSP is designed to help employers assess and record students' demonstration of these skills and work habits during their cooperative education placements. Students can use the OSP to identify the skills and work habits they already have, plan further skill development, and show employers what they can do.

The skills described in the OSP are the Essential Skills that the Government of Canada and other national and international agencies have identified and validated, through extensive research, as the skills needed for work, learning, and life. These Essential Skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. For further information on the OSP and the Essential Skills, visit http://skills.edu.gov.on.ca.

CAREER EDUCATION

Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. To prepare students for the literacy demands of a wide array of postsecondary educational programs and careers, English courses require students to develop research skills, practise expository writing, and learn strategies for understanding informational reading materials. Making oral presentations and working in small groups with classmates help students express themselves confidently and work cooperatively with others. Regardless of their postsecondary destination, all students need to realize that literacy skills are employability skills. Powerful literacy skills will equip students to manage information technologies, communicate effectively and correctly in a variety of situations, and perform a variety of tasks required in most work environments.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Cooperative education and other forms of experiential learning, such as job shadowing, field trips, and work experience, enable students to apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service. Cooperative education and other workplace experiences also help to broaden students' knowledge of employment opportunities in a wide range of fields, including publishing, advertising, and media-related industries. In addition, students develop their understanding of workplace practices, certifications, and the nature of employer–employee relationships. Teachers of English can support their students' learning by maintaining links with community-based businesses to ensure that students have access to hands-on experiences that will reinforce the knowledge and skills gained in school.

Health and safety issues must be addressed when learning involves cooperative education and other workplace experiences. Teachers who provide support for students in workplace learning placements need to assess placements for safety and ensure students understand the importance of issues relating to health and safety in the workplace. Before taking part in workplace learning experiences, students must acquire the knowledge and skills needed for safe participation. Students must understand their rights to privacy and confidentiality as outlined in the Freedom of Information and Protection of Privacy Act. They have the right to function in an environment free from abuse and harassment, and they need to be aware of harassment and abuse issues in establishing boundaries for their own personal safety. They should be informed about school and community resources and school policies and reporting procedures with respect to all forms of abuse and harassment.

Policy/Program Memorandum No. 76A, "Workplace Safety and Insurance Coverage for Students in Work Education Programs" (September 2000), outlines procedures for ensuring the provision of Health and Safety Insurance Board coverage for students who are at least 14 years of age and are on placements of more than one day. (A one-day job-shadowing or job-twinning experience is treated as a field trip.) Teachers should also be aware of the minimum age requirements outlined in the Occupational Health and Safety Act for persons to be in or to be working in specific workplace settings. All cooperative education and other workplace experiences will be provided in accordance with the ministry's policy document entitled *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000.*

PLANNING PROGRAM PATHWAYS AND PROGRAMS LEADING TO A SPECIALIST HIGH-SKILLS MAJOR

English courses are well suited for inclusion in programs leading to a Specialist High-Skills Major (SHSM) or in programs designed to provide pathways to particular apprenticeship or workplace destinations. In an SHSM program, English courses can be bundled with other courses to provide the academic knowledge and skills important to particular industry sectors and required for success in the workplace and postsecondary education, including apprenticeship. English courses may also be combined with cooperative education credits to provide the workplace experience required for SHSM programs and for various program pathways to apprenticeship and workplace destinations. (SHSM programs would also include sector-specific learning opportunities offered by employers, skills-training centres, colleges, and community organizations.)

HEALTH AND SAFETY IN THE ENGLISH PROGRAM

Although health and safety issues are not usually associated with language education, they may be important when the learning involves fieldwork. Out-of-school fieldwork can provide an exciting and authentic dimension to students' learning experiences. Teachers must preview and plan these activities carefully to protect students' health and safety.

COMPULSORY COURSES

English, Grade 9

Academic ENG1D

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Prerequisite: None

Key to Footnote References

The footnotes throughout this course contain abbreviated references to teacher resource guides in the ministry's "Think Literacy Library", available on the ministry website, at **www.edu.gov.on.ca**. The guides are identified as follows:

- TLCC 7-12 refers to the main guide, *Think Literacy: Cross-Curricular Approaches, Grades 7–12.*
- TLE 7-9 and TLE 10-12 refer to the subject-specific guides for Language/English, Grades 7–9, and English, Grades 10–12.
- Other subject-specific guides are identified by the initials "TL", followed by the name of the subject (e.g., Computer Integration; Library Research; Media; Technological Education) and the grades the resource guide covers (e.g., TL Computer Integration 7-12).

ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of this course, students will:

Purpose

1.1 identify the purpose of several different listening tasks and set goals for specific tasks *(e.g., identify the purpose of the rhythm and sounds in a read-aloud of a poem; identify the main ideas and significant supporting details in a guest speaker's presentation; listen to both sides of a class debate in order to clarify their own position[1])*

Teacher prompt: "What differences are there in the way you listen to a speech versus the way you listen to a class discussion?"

Using Active Listening Strategies

1.2 identify and use several different active listening strategies when participating in a variety of classroom interactions *(e.g., ask questions to show interest during a class discussion about a poem;[2] acknowledge the teacher's feedback on drafts during a student-teacher writing conference; use culturally appropriate body language and eye contact as a member of the audience during another student's presentation)*

Teacher prompt: "What listening strategies would you use in a discussion with peers? What about in a teacher-student feedback session? Why is there a difference?"

Using Listening Comprehension Strategies

1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts *(e.g., prepare for the oral reading of a play by brainstorming prior knowledge about the play's topic; ask questions to clarify meaning during a guest speaker's presentation, when appropriate; summarize main ideas from a book club discussion to check understanding[3])*

Teacher prompt: "What post-listening strategy do you find most useful after a read-aloud of a short story? Why?"

Demonstrating Understanding of Content

1.4 identify the important information and ideas in both simple and complex oral texts in several different ways *(e.g., listen to a reading of a poem and then discuss the most important images with a partner;[4] listen to a traditional Aboriginal story and create a story web; summarize and explain the central arguments of a speech in their own words; use a graphic form of expression, such as a series of drawings or tableaux, to depict the main events or ideas in an oral text)*

Teacher prompts: "What parts of the poem should we discuss as a class to improve your understanding of it?" "What images and ideas are emphasized in the oral recording of the poem?"

1. TLCC 7-12 "Triangle Debate" 186 2. TLCC 7-12 "Discussion Etiquette" 176 3. TLE 7-9 "Reading Circles" 64 4. TLCC 7-12 "Think/Pair/Share" 152

Interpreting Texts

1.5 develop and explain interpretations of both simple and complex oral texts, using evidence from the text and the oral and visual cues used in it to support their interpretations *(e.g., discuss possible underlying meanings in the lyrics of a popular song after listening to it in class; compare written responses to a read-aloud of a short story)*

Teacher prompt: "Which words and phrases in this campaign speech have multiple meanings or are open to a variety of interpretations? How can you tell whether the speaker was being serious or sarcastic?"

Extending Understanding of Texts

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., listen to a reading circle member's opinion of a text and respond by sharing their own opinion;[5] investigate topics presented in an oral text, using online sources, in order to assess the speaker's credibility)*

Teacher prompts: "How is your interpretation of the presentation different from another classmate's interpretation?" "How can you relate the ideas discussed in the book club meeting to your own experiences?"

Analysing Texts

1.7 analyse both simple and complex oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response *(e.g., analyse how the meaning of the poem is reinforced through the use of choral reading elements; analyse how a guest speaker uses humour to make the audience more receptive to his or her ideas)*

Teacher prompts: "How did the changes in the actor's voice affect your understanding of the character?" "In what ways did the speaker try to influence your response to the issue?"

Critical Literacy

1.8 identify the perspectives and/or biases evident in both simple and complex oral texts and comment on any questions they may raise about beliefs, values, and identity, *(e.g., assess the use of accents or dialects in oral texts to determine whether they are being used to reveal character or to create a stereotype or caricature; identify persuasive words or phrases in a radio advertisement aimed at a teenaged audience)*

Teacher prompts: "Who is the speaker's intended audience? How can you tell? How might the message of the text change if the audience were different?" "Does the speaker make any generalizations? Do these generalizations confirm or challenge your own beliefs?" "What action could you take, based on what you have heard?"[6]

Understanding Presentation Strategies

1.9 explain how several different presentation strategies are used in oral texts to inform, persuade, or entertain *(e.g., describe how the actor changes his voice to arouse sympathy; examine the use of charts or statistics in a presentation to establish credibility or authority;[7] evaluate the use of a "hook" in an oral presentation to introduce the topic and engage the interest of the audience, and suggest alternative strategies)*

Teacher prompt: "What impression does using a chart in your presentation make on your audience?"

2. Speaking to Communicate

By the end of this course, students will:

Purpose

2.1 communicate orally for several different purposes, using language suitable for the intended audience *(e.g., tell a story to an elementary school class;[8] participate in a classroom debate on a social issue; participate in a book-club discussion;[9] discuss changes to an essay in a student-teacher conference)*

Teacher prompt: "What changes would you make in your presentation of the story to make it appropriate for a younger audience?"

Interpersonal Speaking Strategies

2.2 demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences *(e.g., speak in turn;[10] paraphrase or restate group members' contributions to a discussion when reporting on the discussion to the rest of the class)*

Teacher prompts: "How can you re-engage your audience if they lose interest midway through your presentation?" "What can you do to encourage your peers to participate during small-group discussions?"

5. TLE 7-9 "Reading Circles" 64 6. TL ESL/ELD Part II "I've Got an Idea" 2 7. TL Media 7-10 "Reading Graphical Texts" 6 8. TLE 10-12 "Readers' Theatre – Part I" 122 9. TLCC 7-12 "Discussion Etiquette" 176 and TLE 7-9 "Reading Circles" 64 10. TLCC 7-12 "Discussion Etiquette" 176

Clarity and Coherence

2.3 communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience *(e.g., organize a presentation using chronological order or a cause-and-effect structure;[11] combine logic with an appeal to emotion in a speech; explain researched material to peers using the jigsaw method[12])*

Teacher prompt: "How can you organize your presentation to emphasize key points?"

Diction and Devices

2.4 use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience *(e.g., use literary language in an oral analysis of a poem during a small-group discussion; choose words carefully in order to express opinions in a constructive manner;[13] use figurative language to evoke a particular emotion in a monologue)*

Teacher prompt: "How can you use correct literary terminology to strengthen your analysis of the text?"

Vocal Strategies

2.5 identify several different vocal strategies and use them selectively and with sensitivity to audience needs *(e.g., use pauses and changes of pace to highlight the introduction of each new point in formal and informal dialogue;[14] use changes in tone and volume to clarify the implied meaning of a text while reading it aloud;[15] adapt voice to role-play a character's appearance on a television talk show)*

Teacher prompt: "How can you use pauses strategically in your presentation?"

Non-Verbal Cues

2.6 identify several different non-verbal cues and use them, with sensitivity to audience needs, to help convey their meaning *(e.g., control gestures while making a presentation in order to avoid distracting the audience from the message; demonstrate spatial awareness and cultural sensitivity when interacting with others; engage in appropriate eye contact during question-and-answer sessions[16])*

Teacher prompt: "How does your body language communicate your interest in the small-group discussion?"

Audio-Visual Aids

2.7 use several different audio-visual aids to support and enhance oral presentations *(e.g., use costumes, props, or artefacts to enhance a creative presentation; use presentation software to illustrate key events from a biography; use an online media clip to clarify and support the arguments made in an oral report)*

Teacher prompt: "How can you use props and artefacts to help you deliver this in-role presentation?"

3. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

3.1 describe several different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills *(e.g., identify what their classmates know about the topic before they begin planning their presentation; explain during a student-teacher conference how they self-monitor their listening and speaking skills; outline their learning process when they listen to a class lecture)*

Teacher prompts: "How would practising in front of a mirror improve your presentation skills?" "What do you do to stay focused during another student's presentation?" "What techniques did you use during your presentation to engage your audience? How effective were they? What would you do differently next time?"

Interconnected Skills

3.2 identify several of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills *(e.g., analyse a videotape of a small-group discussion to identify effective non-verbal communication strategies; explain how reading a character's dialogue before performing a scene in a readers' theatre presentation will help them give a better performance)*

Teacher prompts: "How does your experience in creating multimedia texts help you understand oral texts?" "Which graphic organizers do you find most helpful when you want to organize your ideas before speaking? Does this change in different situations?"

11. TLCC 7-12 "Types of Organizational Patterns" 16 12. TLCC 7-12 "Jigsaw" 170 13. TLE 7-9 "Reading Circles" 64 14. TLCC 7-12 "Effective Presentation Skills" 196 15. TL ESL/ELD "Inside/Outside Circle" 116 16. TLCC 7-12 "Effective Presentation Skills" 196

READING AND LITERATURE STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Reading for Meaning:** read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Variety of Texts

1.1 read student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading *(e.g., compare the portrayal of adolescent issues in two short stories from different cultures; identify the theme in a Young Adult novel and a related poem in preparation for a book club discussion;[1] compare two newspaper articles on the same topic, identifying where the authors agree and where they differ;[2] create a bibliography of several online resources on a topic of interest)*

Teacher prompt: "How did comparing the two short stories help you better understand each of them?"

Using Reading Comprehension Strategies

1.2 use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts *(e.g., list questions that occur to them as they read in preparation for a book club discussion; preview features of an informational text; explain how the illustrations support the theme of a picture book; use graphic organizers to keep track of important facts while doing research;[3] make sketches to visualize the action in a scene, or a process described in an informational text; after reading, explain how the key images in a poem helped them understand the theme of the poem)*

Teacher prompt: "How did previewing the text features help you to understand the text?"

Demonstrating Understanding of Content

1.3 identify the important ideas and supporting details in both simple and complex texts *(e.g., select details from a story to create a profile of a character in the story; use a graphic organizer to categorize the ideas in an article)*

Teacher prompt: "What is the main idea? Which details support that idea? Are the ideas grouped in order of importance or according to some other organizational plan?"

Making Inferences

1.4 make and explain inferences about both simple and complex texts, supporting their explanations with stated and implied ideas from the texts *(e.g., list the words used to describe a character in a short story and make inferences about the character on the basis of those words; consider whether the rhythm of a poem influenced their interpretation of the poem's theme)*

Teacher prompts: "Do any of the words used to describe the character seem out of place among the rest? Did those words cause you to question your reading of the character? Why?" "What inferences can we draw from the use of this particular image in the poem?"

Extending Understanding of Texts

1.5 extend understanding of both simple and complex texts by making connections between

1. TLE 7-9 "Reading Circles" 64 2. TLE 10-12 "Venn Diagram" 96 3. TLCC 7-12 "Both Sides Now" 74

the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., role-play how they would resolve a particular character's dilemma; describe the position a character in a historical novel might take on a present-day issue; determine whether information in a news article supports or contradicts their prior knowledge acquired through research or personal experience)*

Teacher prompts: "Have you had any experiences that help you understand the events described in this text?" "What cultural differences make this character's experiences different from your own?" "How have your values or beliefs influenced your attitude towards this character?"

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements *(e.g., determine whether repeated sounds, words, or phrases in a poem reinforce its theme; determine how a story might change if it were narrated by one of the other characters in the story; determine how altering the punctuation could affect the message of an advertisement)*

Teacher prompts: "How would you state the theme of this short story? What aspects of the story led you to this understanding?" "Which of the letters to the editor in today's newspaper do you most disagree with? Why?"

Evaluating Texts

1.7 evaluate the effectiveness of both simple and complex texts, using evidence from the text to support their opinions *(e.g., identify details that made them accept a story as believable; identify details that helped make the argument in an opinion piece convincing; identify the aspects of a favourite poem that make it appealing to them)*

Teacher prompts: "Was it the author's persuasive language that convinced you, or the strength of her evidence? Or both?" "What aspects of this print advertisement account for its effectiveness in promoting the product?"

Critical Literacy

1.8 identify the perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, and identity *(e.g., compare the depiction of an issue in a Young Adult novel and the depiction of the same issue in a newspaper report; explain how the social norms and values of a particular society in a different historical period are reflected in a short story from that place and time; describe differences in how readers from different backgrounds might respond to stereotyping in a text)*

Teacher prompts: "How is the plot of this Young Adult novel 'gendered'? For example, do the female characters depend on males to rescue them? Is the plot resolved for them in a traditional marriage?" "Whose viewpoint is expressed in this account? What voices are missing, silenced, or discounted in this short story/song lyric/print advertising campaign?"

2. Understanding Form and Style

By the end of this course, students will:

Text Forms

2.1 identify several different characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning *(e.g., dated entries and use of the first person in a journal or diary signal the limited, personal perspective of the author; the dateline and impersonal presentation distinguish the factual, objective orientation of a news report from the personal persuasive orientation of an opinion piece; the linear, episodic plot of a travel or adventure narrative enhances the sense of unpredictability that creates interest and suspense)*

Teacher prompts: "Is the reporter openly present in this news report? Why not?" "Use a graphic organizer to represent the plot structure of this short story."

Text Features

2.2 identify several different text features and explain how they help communicate meaning *(e.g., visuals in a children's story provide necessary information that is hard to convey using a child's limited vocabulary; the text layout of a concrete poem can change or add to the meaning conveyed by the words alone)*

Teacher prompt: "Describe some of the text features on the front page of this newspaper. For what purposes are the different text fonts and sizes used? What about the boxed text and sidebars? The photographs and captions? How do these features draw attention to key stories and ideas and help readers navigate the newspaper?"

Elements of Style

2.3 identify several different elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the

text *(e.g., evocative language may be used to create a particular mood in a novel; incongruous words and phrases may be used to create a humorous effect in a short story; a repeated phrase in a song lyric helps to emphasize the theme; the use of words with several connotations can add extra levels of meaning in a poem; alliteration in a magazine or online advertising slogan can help make readers remember the slogan – and the product)*

Teacher prompt: "What is the effect or mood created by this passage? What words contribute to that effect? Would the effect be enhanced or diminished if different words were used?"

3. Reading With Fluency

By the end of this course, students will:

Reading Familiar Words

3.1 automatically understand most words in several different reading contexts *(e.g., slang and jargon in a magazine report on teen trends; subject-specific terminology from grade-level texts and supplementary texts about the subject)*

Teacher prompt: "Do you recognize these slang words from your own experience?"

Reading Unfamiliar Words

3.2 use appropriate decoding strategies to read and understand unfamiliar words *(e.g., use understanding of word order and parts of speech to infer the meaning of a new word; sound out words phonetically; substitute a word that would make sense in the same context for the unfamiliar word; use knowledge of roots, prefixes, and suffixes to determine the meaning of unfamiliar words)*

Teacher prompt: "What do you do when you encounter unfamiliar words in a poem or story?"

Developing Vocabulary

3.3 identify and use several different strategies to expand vocabulary *(e.g., maintain personal word lists of effective words or phrases encountered in a literary context; identify words borrowed from other languages; list different uses of a new word in a personal dictionary; use a graphic to explore a word family)*

Teacher prompts: "The word 'break' has a number of different meanings, so it can be used in a number of different contexts. How many other words can you think of that have multiple meanings?" "What are some of the words in your vocabulary that you first learned from television or the Internet?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe several different strategies they used before, during, and after reading; explain which ones they found most helpful; and identify specific steps they can take to improve as readers *(e.g., describe similarities and differences in the way they read a poem and a print advertisement; rank their top five reading comprehension strategies in order of effectiveness and give reasons for their choices; compare their top five strategies with those of a peer and collaborate to identify and describe the best use for each strategy)*

Teacher prompts: "How did previewing text features help you read that section of the textbook?" "How did this graphic organizer help you find the answers you needed from the textbook?" "How did your participation in a literature circle strengthen your understanding of the novel?"

Interconnected Skills

4.2 identify several of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively *(e.g., explain to a peer how presenting or viewing a dramatization of dialogue from a short story helped them understand the main character in the story; report to the class on how discussion with a partner helped clarify or extend their understanding of a news article about a local issue)*

Teacher prompts: "Did imagining how the characters would speak these lines clarify your interpretation of the text?" "Did the discussion with your partner raise questions that should have been addressed in the text but weren't?" "Did your ability to interpret bar graphs help you grasp the argument in the text?"

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of this course, students will:

Identifying Topic, Purpose, and Audience

1.1 identify the topic, purpose, and audience for several different types of writing tasks *(e.g., a narrative poem depicting a humorous incident for peers; a review of a book or film for fellow students; an account of an important event in Aboriginal history for the school newspaper; an expository essay explaining a character's development in a short story or novel for the teacher;[1] a ballad about a local person or event for the class yearbook)*

Teacher prompt: "What is the purpose of your movie review – to encourage others to see the movie or to warn them about some aspect they may not like?"

Generating and Developing Ideas

1.2 generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate *(e.g., complete a K-W-L chart to focus an enquiry about an identified topic; participate in a small group discussion to generate ideas for an opinion piece;[2] identify key words to focus and guide electronic research; use different types of questions – prediction, probability, possibility, and speculation – to deepen understanding of a specific topic)*

Teacher prompts: "What prior knowledge do you have about the topic?" "How could answering the 5 W's help you generate information on a topic?" "What other resources could you consult about this topic?"

Research

1.3 locate and select information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate *(e.g., create a research plan and track their progress using a print template; identify a variety of sources needed to research the topic, including both primary and secondary sources; conduct interviews with community members, experts on a topic, or witnesses to an event; use key word searches and other browsing strategies to locate appropriate sources, information, and terminology in online library catalogues, general encyclopaedias, and dictionaries; summarize/paraphrase research notes on index cards; record all sources of information in a list of works cited or references, observing conventions for proper documentation and full acknowledgement of sources and extracts, in recognition of the need to credit original authors and promote academic honesty; use a detailed template to evaluate sources and information for reliability and accuracy; use criteria developed in small groups to select appropriate information)*

Teacher prompts: "Identify the stages of research and how you plan on completing each stage." "What kinds of searches give you the best research results and why?"

1. TLCC 7-12 "Setting the Context" 102 2. TLCC 7-12 "Think/Pair/Share" 152

Organizing Ideas

1.4 identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and purpose for writing *(e.g., use a point-form outline to organize content for writing;[3] organize a series of paragraphs for an opinion piece;[4] use a storyboard to establish the sequence for a film or stage adaptation of a literary work; use a cause-and-effect chart to organize ideas for an analysis of a character's motivations and behaviour; work with several classmates to develop headings and group data for a textual analysis; use a concept-mapping software program to move from a concept map to a writing outline;[5] experiment with one or more organizational patterns to connect and order free-associated images for a poem)*

Teacher prompt: "What organizational pattern [*e.g., cause and effect; comparison and contrast*] will you use to present your ideas? Why is that pattern appropriate?"

Reviewing Content

1.5 determine whether the ideas and information gathered are relevant to the topic, sufficient for the purpose, and meet the requirements of the writing task *(e.g., visualize or perform the steps in a procedure to check for relevance and completeness; highlight the words in paragraphs that reflect or are linked to key words in the thesis)*

Teacher prompt: "Have you included everything you need to include? Have you detected any unnecessary information?"

2. Using Knowledge of Form and Style

By the end of this course, students will:

Form

2.1 write for different purposes and audiences using several different literary, informational, and graphic forms *(e.g., a supported opinion essay about a school issue for the class newspaper; a comic strip based on a scene from a short story for young children; text for trading cards of mythological figures to share with friends; a poem inspired by a descriptive passage in a short story)*

Teacher prompts: "How will you signal the stages in your argument? At what stage will you begin to include your supporting details?" "What images from the narrative description will you use in your poem?"

Voice

2.2 establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing *(e.g., use formal language and a polite tone in a letter to the editor, and informal language and an emphatic or humorous tone in a blog; vary the tone and diction for brief in-role messages of congratulation from a student, a parent, and a politician)*

Teacher prompts: "How would the message change with a different writer or speaker?" "How would the letter to the editor change if you were writing for an audience of your classmates?"

Diction

2.3 use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear and vivid for their intended audience *(e.g., use peer slang in a morning announcement; select words that sound like the things they describe [onomatopoeia] to reinforce an idea or impression)*

Teacher prompts: "How would the words you use in a letter differ from those in an e-mail?" "How would the use of words with harsh or explosive consonants enhance your description of the storm?"

Sentence Craft and Fluency

2.4 write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas *(e.g., use a variety of simple, complex, and compound sentences to add interest and improve the flow of their writing[6])*

Teacher prompt: "Would alternating short, abrupt sentences with longer sentences help hold your readers' attention? When might it be effective to use a series of short, abrupt sentences?"

Critical Literacy

2.5 explain how their own beliefs, values, and experiences are revealed in their writing *(e.g., analyse their writing to determine whether voices are missing that it would be appropriate to include; use peer feedback to identify relevant ideas or opinions that have not been considered in the text[7])*

Teacher prompts: "If you adopted a different perspective on this topic, what points would you need to address or cover in more detail

3. TLCC 7-12 "Webbing, Mapping and More" 108 4. TLE 10-12 "Developing and Organizing Ideas: Writing a Series of Paragraphs Expressing an Opinion" 42 5. TL Computer Integration 7-12 "Developing and Organizing Ideas: Webbing and Mapping" 26
6. TLE 10-12 "Revising and Editing Modelled Writing" 50 7. TL Library Research 7-12 "Reacting to Reading: Critically Evaluating Resources" 18

in your essay? What questions would you need to ask?" "If you highlight all the pronouns in your writing, what do you notice?" "If you list the self-selected topics you have been writing about, what do you notice?"

Revision

2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies *(e.g., add examples to support the main idea; remove irrelevant or confusing details; insert appropriate connecting words at the beginning of paragraphs in a series to signal continuity of thought and relationships between ideas; reorder events in a news article to emphasize the most important facts and ideas*[8]*)*

Teacher prompts: "How can asking the questions 'Why?' or 'So what?' help you expand the depth and breadth of ideas in a piece of writing?" "Are there any unnecessary details that you could remove from your narrative?" "Can you identify a single controlling idea that unifies your writing?"

Producing Drafts

2.7 produce revised drafts of both simple and complex texts written to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

Teacher prompts: "What did you learn by examining the verbs in your narrative? Are your tenses consistently appropriate? Are the verbs mostly in the active voice?" "Can you see the pattern of main idea and supporting details in your paragraph?"

3. Applying Knowledge of Conventions

By the end of this course, students will:

Spelling

3.1 use knowledge of spelling rules and patterns, several different types of resources, and appropriate strategies to spell familiar and new words correctly *(e.g., keep lists of academic vocabulary and course-specific literary terms; identify distinct styles for spellings and abbreviations associated with specific media and/or audiences, such as texting language;*[9] *use computer spell-check programs; use understanding of sound-symbol relationships, word structures, word meanings, and generalizations about spelling to identify and correct misspellings)*

Teacher prompts: "How will it help your spelling to break a word into its root, suffix, and prefix?" "Will knowing that the word 'phantom' comes from ancient Greek, and that Greek does not have the letter 'f', help you remember that 'phantom' starts with 'ph'?"

Vocabulary

3.2 build vocabulary for writing by confirming word meaning(s) and reviewing word choice, using several different types of resources and strategies, as appropriate for the purpose *(e.g., refer to classroom word walls;*[10] *keep a personal list of noteworthy new words and phrases encountered in texts; keep a personal list of common prefixes and suffixes and effective words and phrases; use a dictionary or thesaurus to find alternative words; confirm meaning by examining roots, prefixes, and suffixes;*[11] *use new words in their writing that they encounter through reading extensively and intensively)*

Teacher prompts: "Why does making a rhyme about the word help you to remember it?" "What are the different meanings of the word 'photo' in a science textbook, a camera manual, and a printer manual?"

Punctuation

3.3 use punctuation correctly to communicate their intended meaning *(e.g., use final punctuation appropriate to the sentence type; use quotation marks for dialogue and direct quotations, including quotations from published sources; use commas to separate words or items in a list and in dates and addresses, and to clarify relationships between words and phrases in a sentence)*

Teacher prompt: "How does reading your writing aloud help you discover where to punctuate it?"

Grammar

3.4 use grammar conventions correctly to communicate their intended meaning clearly *(e.g., construct phrases and clauses and arrange them appropriately to write complete and correct simple, compound, complex, and compound-complex sentences; identify and correct a variety of sentence errors, such as sentence fragments, comma splices, and run-on sentences; consistently make subject and verb agree and use appropriate verb tenses; consistently make pronouns agree with their antecedents)*

Teacher prompts: "What effective sentence patterns would you like to record in your

8. TLCC 7-12 "Revising and Editing: Asking Questions to Revise Writing" 128 9. TLE 7-9 "Sample Text Messages" 34 10. TLCC 7-12 "Creating a Word Wall" 30 11. TLE 7-9 "Sample Roots and Prefixes" 54

writing notebook to help you in the future?" "Your next sentence starts with 'this', but it's not clear what 'this' refers to. What can you do to make the sentence clearer?"

Proofreading

3.5 proofread and correct their writing, using guidelines developed with the teacher and peers *(e.g., consult print and electronic references to check spelling; develop and use a checklist specific to the writing task; with a partner, read work aloud to check for clarity and interest)*

Teacher prompt: "How could you check your writing for subject-verb agreement or pronoun-antecedent agreement?"

Publishing

3.6 use several different presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to engage their audience *(e.g., select striking computer graphics and fonts to heighten the impact of a news article; select images or unusual fonts or other design features for a title page to reflect or foreshadow the content of a story; use design elements such as columns, headlines, and visuals to create an arresting front page for a class newspaper)*

Teacher prompt: "How could you use different fonts to suggest the story's principal theme or mood?"

Producing Finished Works

3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions*[12]*)*

Teacher prompt: "Have you followed the appropriate conventions recommended for presenting a series of events in the form of a news report?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe several different strategies they used before, during, and after writing; explain which ones they found most helpful; and identify several specific steps they can take to improve as writers *(e.g., keep a log of everything they do when they begin a writing task; describe the place where they like to write; explain how they find quotations to support their writing)*

Teacher prompts: "Before Grade 9, what did you know or understand to be your strengths as a writer? Has this changed?" "What did you learn about yourself as a writer as a result of the group writing experience?" "How do you determine whether the peer feedback you receive is valid or not?"

Interconnected Skills

4.2 identify several different skills they have in listening, speaking, reading, viewing, and representing and explain how the skills help them write more effectively *(e.g., read their writing into a tape-recorder and listen to the playback as part of the editing process; explain how analysing a piece of Young Adult fiction by a favourite author helped them identify elements and approaches they could experiment with in a story of their own)*

Teacher prompts: "How does listening to the taped reading of your writing help you revise it?" "What did you discover from reading Young Adult fiction that you could apply to your own short story?"

Portfolio

4.3 select several examples of different types of writing that they think most clearly reflect their growth and competence as writers and explain the reasons for their choice *(e.g., compare a first draft to a later or final draft, identify improvements they made, and explain what they learned from the redrafting process; compare the process for writing a poem and a news report about the same event and identify challenges they overcame during the writing process for each form)*

Teacher prompts: "What pieces do you feel show your creativity as a writer? What is it about these pieces that you like?" "How did changing the opening words of most sentences from 'the' plus a noun to two adjectives or a prepositional phrase or past participle improve the draft?"

12. TLCC 7-12 "Adding Details" 118

MEDIA STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
2. **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of this course, students will:

Purpose and Audience

1.1 explain how both simple and complex media texts are created to suit particular purposes and audiences *(e.g., both the feature articles and the advertisements in a women's fashion magazine are designed to appeal to – and influence – women's sense of fashion and beauty, and to promote sales; a web page about skateboarding has both video clips that feature new and challenging jumps and links to advertisers promoting the latest equipment)*

Teacher prompt: "What elements in this teen magazine advertisement for a skin care product appeal to the target audience? How does the ad affect the way members of the target audience see themselves?"

Interpreting Messages

1.2 interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey *(e.g., explain what the words, symbols, and images on a cereal box communicate about the cereal; explain what the title and cover art of a graphic novel communicate about the story and its intended audience[1])*

Teacher prompts: "What messages about family life are communicated by character relationships and plot outcomes in your favourite TV sitcom?" "What kinds of messages are often stated in the speeches, posters, and other campaign materials of students running for student council? What kinds of messages are sometimes implied?"

Evaluating Texts

1.3 evaluate how effectively information, ideas, issues, and opinions are communicated in both simple and complex media texts and decide whether the texts achieve their intended purpose *(e.g., compare the film adaptation of a novel to the novel itself and explain what is communicated more effectively and less effectively by the film; explain how the content, graphics, design, and layout of a popular teen magazine contribute to its success[2])*

Teacher prompt: "How clearly do the icons on a digital camera screen identify what their functions are?"

Audience Responses

1.4 identify and explain different audience responses to selected media texts *(e.g., poll friends and family members to gauge their reactions to a movie trailer, and explain differences in their responses; explain differences in male and female peers' reactions to a music video)*

Teacher prompt: "Do students, teachers, and principals respond differently to morning announcements in schools? Why?"

1. TL Media 7-10 "Exploring the Key Concepts of Media Literacy" 2. TL Media 7-10 "Reading Graphical Texts" 6

Critical Literacy

1.5 identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, and identity *(e.g., identify the characteristics that signal Canadian content and interests in a Canadian television program; explain the messages conveyed through the depiction of gender roles in popular music videos)*

Teacher prompts: "To what degree does this program reflect your own interests and identity as a Canadian? Why do you think national identity is promoted? What other types of identity are important to you?" "How do images included in a school newsletter or newspaper reflect values and identity?"

Production Perspectives

1.6 explain how several different production, marketing, and distribution factors influence the media industry *(e.g., explain why DVDs include trailers for first-run movies playing in local theatres; explain how a shopping mall is designed and organized to influence consumers)*

Teacher prompt: "Why would companies pay to have their products used in films and television shows?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of this course, students will:

Form

2.1 identify general characteristics of several different media forms and explain how they shape content and create meaning *(e.g., a billboard soft-drink ad presents a static image suggesting the product's thirst-quenching qualities,[3] while a television commercial links the product to a lively, interactive social situation)*

Teacher prompt: "How does the representation of a doctor in a product advertisement differ from the representation of a doctor in a medical drama?"

Conventions and Techniques

2.2 identify several different conventions and/or techniques used in familiar media forms and explain how they convey meaning and influence their audience *(e.g., camera angles and sound effects in films can create suspense and evoke fear in the audience; headlines, photographs, and captions in newspaper and magazine layouts draw the reader's attention to particular stories[4])*

Teacher prompt: "How is the use of an extreme close-up (say, of a character's eye) in a horror movie different from the use of an extreme close-up of a diamond ring in a jewellery ad?"

3. Creating Media Texts

By the end of this course, students will:

Purpose and Audience

3.1 describe the topic, purpose, and audience for media texts they plan to create *(e.g., a video or photo collage to persuade peers to participate in a favourite sport or club)* and identify specific challenges they may face in achieving their purpose

Teacher prompt: "What could you include in your book-promotion poster that would get your classmates' attention?"

Form

3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice *(e.g., explain why a video would be more effective than a brochure to present information about climate change to a science class[5])*

Teacher prompt: "What forms might you choose to document and celebrate the winning season of a local team? What would be the advantages and disadvantages of each form?"

Conventions and Techniques

3.3 identify several different conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate meaning *(e.g., conventions/techniques for the home page of a website: menus to identify the main topics covered on the site; visuals to create interest in particular topics; links to other websites)*

Teacher prompt: "What types of special effects could you use to create suspense in a short action film?"

Producing Media Texts

3.4 produce media texts for several different purposes and audiences, using appropriate forms, conventions, and techniques *(e.g., a TV public service announcement to inform teens about a social issue or health topic; a brochure to inform peers about important figures in Aboriginal history)*

Teacher prompt: "What elements will you include in your movie poster? How will you make sure the poster appeals to the movie's target audience of young children?"

3. TL Media 7-10 "Reading Between the Lines (Predictions)" 10
4. TL Media 7-10 "Exploring the Key Concepts of Media Literacy" 2
5. TL Media 7-10 "Planning a Public Service Announcement" 14

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe several different strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify several specific steps they can take to improve as media interpreters and producers *(e.g., explain how they used feedback from the teacher and peers to improve a text they created; record in a learning log the design and production challenges that required the most creativity and perseverance to solve)*

Teacher prompt: "What strategies helped you identify the implicit message conveyed by the cover of a DVD you viewed recently?"

Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts *(e.g., recognizing how graphics clarify explanations in a textbook can help them design a useful web page)*

Teacher prompt: "How does talking about an issue in a small group help you clarify the point you want to emphasize in a poster?"

English, Grade 9

Applied — ENG1P

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.

Prerequisite: None

Key to Footnote References

The footnotes throughout this course contain abbreviated references to teacher resource guides in the ministry's "Think Literacy Library", available on the ministry website, at **www.edu.gov.on.ca**. The guides are identified as follows:

- TLCC 7-12 refers to the main guide, *Think Literacy: Cross-Curricular Approaches, Grades 7–12.*
- TLE 7-9 and TLE 10-12 refer to the subject-specific guides for Language/English, Grades 7–9, and English, Grades 10–12.
- Other subject-specific guides are identified by the initials "TL", followed by the name of the subject (e.g., Computer Integration; Library Research; Media; Technological Education) and the grades the resource guide covers (e.g., TL Computer Integration 7-12).

ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of this course, students will:

Purpose

1.1 identify the purpose of a few different listening tasks *(e.g., listen to a news broadcast to determine main ideas and relevant supporting details; listen to a song to detect gender or other forms of bias; listen to an oral presentation to identify the 5 W's)*

Teacher prompt: "Why is it important to know that we listen for different purposes? How can identifying a purpose for listening make a listening task easier?"

Using Active Listening Strategies

1.2 identify and use a few different active listening strategies when participating in classroom interactions *(e.g., use culturally appropriate body language and eye contact when participating in a discussion;[1] take turns speaking and avoid interrupting others during an informal debate;[2] express interest in another student's presentation by commenting and asking questions afterwards)*

Teacher prompts: "What strategies can you use to participate as a listener in a small group?" "How do you know when people are listening to you?"

Using Listening Comprehension Strategies

1.3 identify and use a few different listening comprehension strategies before, during, and after listening to understand simple oral texts and some teacher-selected complex texts *(e.g., preview a list of words to listen for; ask questions to clarify meaning during a lesson; listen to an audio clip and use a graphic organizer to summarize the ideas in it)*

Teacher prompts: "I'll be reading you an essay about freedom of expression. What questions do you have about the topic before I begin to read aloud?" "What type of organizer will you use to summarize the ideas in the audio clip?"

Demonstrating Understanding of Content

1.4 identify the important information and ideas in simple oral texts and some teacher-selected complex texts *(e.g., write a summary of an oral story; jot summary notes based on a class discussion; carry out a procedure after listening to oral instructions)*

Teacher prompts: "In the story we just heard, what was the incident that started the conflict? What happened to make the situation worse?" "What questions do you have about the instructions we just heard?"

Interpreting Texts

1.5 develop and explain interpretations of simple oral texts and some teacher-selected complex texts, using evidence from the text and the oral and visual cues used in it to support their interpretations *(e.g., listen to a short segment of a radio broadcast of a hockey game and explain how the radio announcer helps listeners visualize the action; listen to an unfamiliar oral text and then dramatize the action; compare their interpretation of an oral text with peers' interpretations*

1. TL ESL/ELD Part II "Talk Show with a Twist" 20 2. TLCC 7-12 "Discussion Etiquette" 176

of the same text and explain possible reasons for differences)

Teacher prompts: "How did the speaker's ironic tone affect the meaning of what she was saying?" "How do you know from the dialogue that the character in the play is driving?"

Extending Understanding of Texts

1.6 extend understanding of simple oral texts and some teacher-selected complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., role-play to explore issues, ideas, or emotions expressed in an oral text;[3] discuss, in a small group, the choices made by the main character of an oral text, drawing on ideas about what they might have done in the same situation;[4] outline similarities and differences between a newspaper article and a radio broadcast on the same topic, using a graphic organizer)*

Teacher prompts: "What choices could the character make here? Which ones make the most sense to you? Why?" "In what way is the description of the situation in the radio broadcast similar to/different from the description in the newspaper article?"

Analysing Texts

1.7 analyse oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response *(e.g., analyse the ideas emphasized and the tone used in a public service announcement about drinking and driving and suggest how these elements might influence an audience; explain how a motivational speaker gains the trust and inspires the hopes of his or her audience)*

Teacher prompt: "What devices do the creators of this public service announcement use to get the response they want from their audience? What would you do to make the announcement more effective?"

Critical Literacy

1.8 identify the perspectives and/or biases evident in simple oral texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity *(e.g., identify diverse views on identity revealed by the panellists in a televised town hall meeting; discuss, in a small group, their reactions to a major news event, and explain why the opinions of the group members might differ)*

Teacher prompts: "Why is it important to be aware of cultural differences when considering opinions?" "What effect does listening to an alternative point of view have on your own opinion?"

Understanding Presentation Strategies

1.9 identify how a few different presentation strategies are used in oral texts to inform, persuade, or entertain *(e.g., use of technology, inflection, pitch, level of language, specialized vocabulary, humour, pauses, pace, repetition, rhetorical devices, anecdotes)*

Teacher prompts: "How did the speaker's use of facial expressions, vocal effects, and body language contribute to the text?" "What parts of the presentation were the most convincing? How did the visual aspects help to persuade or entertain you as a listener?" "How did the speaker use audio-visual aids to emphasize key points?"

2. Speaking to Communicate

By the end of this course, students will:

Purpose

2.1 communicate orally for a few different purposes and audiences *(e.g., make a proposal for a school club to the principal; retell an Aboriginal story to the class; make a school-wide announcement to fellow pupils;[5] engage in daily class-related conversations, using appropriate language and tone; tell an entertaining anecdote[6])*

Teacher prompts: "How will you capture your peer audience's attention while reading a poem aloud?" "What words will you use in your school-wide announcement to address the audience – Ladies and gentlemen? Girls and boys? Fellow students?"

Interpersonal Speaking Strategies

2.2 demonstrate an understanding of a few different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences *(e.g., ask questions related to the topic;[7] speak in turn; acknowledge alternative points of view during a small-group discussion;[8] demonstrate an awareness of behaviours and conventions associated with speaking, such as body language, degree of physical proximity, gestures, level of assertiveness, and facial expressions)*

Teacher prompts: "How would you communicate the same idea in a different situation? To a different audience? To someone who has

3. TLE 10-12 "Readers' Theatre Part II" 126 4. TLCC 7-12 "Place Mat" 162 5. TLCC 7-12 "Effective Presentation Skills" 196
6. TLCC 7-12 "Discussion Etiquette" 178 7. TL Media 7-10 "Focus Questions" 25 8. TLCC 7-12 "Discussion Etiquette" 178

difficulty understanding English?" "How can you make sure that each member of your group feels heard?"

Clarity and Coherence

2.3 communicate in a clear, coherent manner for a few different purposes *(e.g., present a speech with a clear beginning, middle, and end; ask clearly phrased questions after a guest speaker's presentation; orally restate the main facts from a simple informational text in the correct sequence[9])*

Teacher prompt: "What are the main points of your speech, and how will you convey their importance to your audience?"

Diction and Devices

2.4 use appropriate words, phrases, and terminology, and a few different stylistic devices, to communicate their meaning clearly to their intended audience *(e.g., use specialized terminology to explain a sports-related skill to peers;[10] role-play the interaction between a teacher and student in discussions about various problems, such as absenteeism, tardiness, lateness of assignments; rewrite and perform a rap song so that the message in the song is accessible to an adult audience)*

Teacher prompts: "How did you communicate the meaning of the specialized terminology to your audience?" "What is lost from the meaning and impact of the song when you paraphrase it?"

Vocal Strategies

2.5 identify a few different vocal strategies and use them selectively and with sensitivity to audience needs *(e.g., use voice inflection to convey different meanings using the same text; work with a partner to plan and practise the appropriate use of volume to create emphasis during a class presentation;[11] use changes of pace and pauses for dramatic effect when reading an urban myth from a website to the class)*

Teacher prompts: "How did the meaning change when you placed the emphasis on the first half of the sentence?" "When would you read faster, and why?"

Non-Verbal Cues

2.6 identify a few different non-verbal cues and use them, with sensitivity to audience needs, to help convey their meaning *(e.g., use eye contact to engage the audience;[12] role-play communication between two people who do not know each other's languages;[13] identify non-verbal cues in a freeze-frame from a television news report; compare the impact of a story when it is read on tape and when it is read in front of the class)*

Teacher prompts: "How can you express the character's reactions without using words?" "What gestures could you use to make this part of your presentation more effective?"

Audio-Visual Aids

2.7 use a few different audio-visual aids to support oral presentations *(e.g., use a film clip to support the arguments made in a presentation analysing a character;[14] create a timeline or flow chart to explain a sequence of events or steps; use a series of photographs to express the theme of an oral story)*

Teacher prompt: "Which of the audio-visual aids you used for your presentation did you find to be the most effective?"

3. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

3.1 describe a few different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills *(e.g., explain which listening strategies helped them contribute to a group discussion; identify the most effective elements in their oral presentation and explain what they would do differently next time)*

Teacher prompt: "What questions did you ask yourself to check whether you understood what was being said? What questions will you use next time, and why?" "What strategies did you use to make all the members of your culturally diverse audience more comfortable and more receptive to your message?"

Interconnected Skills

3.2 identify a few different skills in viewing, representing, reading, and writing that help them improve their oral communication skills *(e.g., describe how reading different texts from diverse cultures helps them connect to a diverse audience when they are speaking)*

Teacher prompt: "What lessons can you learn from reading opinion articles that you could use as a speaker?"

9. TLCC 7-12 "Take Five" 155 10. TL Library Research 9-12 "Looking for Relationships" 25 11. TLCC 7-12 "Effective Presentation Skills" 196 12. TLCC 7-12 "Effective Presentation Skills" 196 13. TL ESL/ELD Part II "Hot Seat" 15 14. TL Media 7-10 "Explaining the Key Concepts of Media Literacy" 4 and TL ESL/ELD Part II "Hot Seat" 15

READING AND LITERATURE STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Reading for Meaning:** read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;
2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Variety of Texts

1.1 read a few different short, contemporary, student- and teacher-selected texts from diverse cultures, identifying purposes for reading *(e.g., read an instruction booklet closely to understand how to use new equipment; skim a catalogue to find items of interest; read a variety of song lyrics and poems to create a personal anthology on a topic; research survey results from several sources to draw conclusions about a teen issue; compare children's stories on similar themes from three different cultures, using a Venn diagram to track similarities and differences)*

Teacher prompts: "Do you read a textbook differently from the way you read a graphic novel? What is the difference in your approach?" "Review the list in your reading log of the various texts you've read this year. What types of texts did you choose to read most often? What do you like about those texts?"

Using Reading Comprehension Strategies

1.2 identify and use a few different reading comprehension strategies before, during, and after reading to understand simple texts and some teacher-selected complex texts *(e.g., preview the features and organizational patterns of texts to make predictions;*[1] *use sticky notes or highlighters to annotate a text; select key words and phrases to help identify main ideas and supporting details*[2]*)*

Teacher prompt: "How did previewing the features of this text affect the way you read the text?"

Demonstrating Understanding of Content

1.3 identify the important ideas and supporting details in a few different types of texts *(e.g., illustrate the conflict in a story using a story map; explain a trend using the data from a bar graph; summarize the evidence that a movie or book reviewer offers to support his or her opinion of a text)*

Teacher prompt: "Which of these ideas supports the main idea? How can we reduce this text to half the length and still communicate the main ideas? What word could we use to replace this list of words to make our summary shorter?"

Making Inferences

1.4 make inferences about simple texts and some teacher-selected complex texts, using stated and implied ideas from the texts *(e.g., state what the actions of a character in a story reveal about the character's attitude; draw conclusions about the subject of a biography from a photograph and find evidence in the text that supports or contradicts their inference)*

1. TLCC 7-12 "Finding Organizational Patterns" 16 2. TLCC 7-12 "Most/Least Important Ideas" 44

Teacher prompts: "Do the character's actions match or contradict what he or she says in dialogue?" "Which sentences in the article support your conclusions about the author's opinion?" "What can we infer from the headline of a newspaper article and the photograph used to illustrate it? Which sentences in the article confirm our inferences? Are any of our inferences *not* confirmed by the text?"

Extending Understanding of Texts

1.5 extend understanding of simple texts and some teacher-selected complex texts by making basic connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., visually depict the main conflict in a story as if for a book dust jacket, using illustrations, photographs, or artefacts; use a T-chart or a Venn diagram to compare the experience of a character in a story to their own experience or the experience of a character in a different story; comment on the discussion of a teen issue, such as body image, in a magazine article, drawing on their own experience and understanding of the issue)*

Teacher prompts: "How do you think this photograph relates to the situation in the text?" "How does reading a story about a character who overcomes difficulties affect you? Does it inspire you to overcome difficulties of your own?"

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements *(e.g., explain how the behaviour of the main character at the climax of the story reveals the story's theme; show how flashbacks are used in a graphic novel to explain the present behaviour of the hero; determine how the diagrams in a technical manual support the information conveyed by the text)*

Teacher prompts: "When did you realize what this story was really about? What made you understand its theme?" "If you cover the diagrams as you read this technical manual, can you understand how to operate the equipment?"

Evaluating Texts

1.7 evaluate the effectiveness of simple texts and some teacher-selected complex texts, using evidence from the text to support their opinions *(e.g., choose which of two articles on a topic such as fishing or cooking is most informative and explain the reasons for their choice; select one of two biographies for further exploration based on a comparison of subject matter, narrative style, and visual presentation, and explain the reasons for their choice)*

Teacher prompts: "Explain what you learned about fishing from the article you chose that was absent from the other article." "Were there any illustrations or other elements in this biography that particularly influenced your choice?" "What aspects of your favourite website keep you interested in it?"

Critical Literacy

1.8 identify the perspectives and/or biases evident in simple texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity *(e.g., choose which depiction of a "rebellious teenager" is more accurate – the character in a Young Adult novel or the character in a TV sitcom – and explain why; create dialogue for an unheard character in a story or song; role-play the reaction of a minor character in a play to the resolution of the conflict)*

Teacher prompts: "Is there another perspective that could be presented on this topic?" "What information would you need to include if you were to write on this topic from a different viewpoint?" "In what ways are the depictions of [*gender/sexual orientation/ability/age/economic circumstances*] in this text similar to or different from those in other texts you are familiar with?" "Does this text make you feel good about yourself, or not?"

2. Understanding Form and Style

By the end of this course, students will:

Text Forms

2.1 identify a few different characteristics of informational, literary, and graphic text forms and explain how they help communicate meaning *(e.g., recipes list ingredients separately from cooking instructions to help readers assemble the components they need before they start to cook; drama texts provide stage directions to help readers visualize the action; newspaper articles follow the 5 W's pattern to communicate the most relevant information to the reader efficiently; opinion pieces guide the reader through the argument by means of a topic sentence, supporting details, and transitional words)*

Teacher prompts: "Why do you think the tools and materials are listed separately, before the steps in the procedure are outlined?" "Does highlighting the transitional words and phrases help you follow the development of the argument?"

Text Features

2.2 identify a few different text features and explain how they help communicate meaning *(e.g., the sections and subheadings in a newspaper layout help readers locate global, national, and local news as well as stories on specific topics; the table of contents and index in a textbook guide readers to the information they need)*

Teacher prompt: "How does the layout of a print or online newspaper help readers find the stories they are interested in?"

Elements of Style

2.3 identify a few different elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the text *(e.g., the type of diction used in dialogue helps to define or reveal character; foreshadowing in a novel helps to create suspense; a play on words in a song lyric or poem adds an extra level of meaning)*

Teacher prompt: "Do the characters in this story use slang or any other type of distinctive language? If so, what purpose does it serve?"

3. Reading With Fluency

By the end of this course, students will:

Reading Familiar Words

3.1 automatically understand most words in classroom and everyday reading contexts *(e.g., words from grade-level texts; jargon and slang from personal online messaging; terminology in school-related documents)*

Teacher prompt: "Even though some words crop up regularly, they may not be words you're able to recognize automatically. Which words of this kind have you added to your personal dictionary? How are you using that list to help you read fluently?"

Reading Unfamiliar Words

3.2 use a few different decoding strategies to read and understand unfamiliar words *(e.g., identify root words, prefixes, and suffixes to predict meaning[3])*

Teacher prompt: "What parts of the word look familiar to you? Where have you seen this word before? What do you think it sounds like?"

Developing Vocabulary

3.3 identify and use a few different strategies to expand vocabulary *(e.g., keep lists of new subject-specific terminology; keep personal word lists of common prefixes and suffixes)*

Teacher prompts: "When you learn a new word do you try to 'own' it by using it every day?" "What vocabulary-building exercises have helped you most?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe a few different strategies they used before, during, and after reading; explain which ones they found most helpful; and identify steps they can take to improve as readers *(e.g., describe an appropriate way to prepare to read an informational text;[4] determine whether skimming or scanning is more useful for reading graphic text[5])*

Teacher prompts: "How did previewing the textbook chapter help you understand where to find specific types of information?" "How did writing sticky notes as you read help you focus on the important details in the story?" "Did completing the graphic organizer help to clarify your understanding of the text after reading?"

Interconnected Skills

4.2 identify a few different skills in listening, speaking, writing, viewing, and representing that help them read more effectively (e.g., explain in a conference with the teacher how a viewing or listening experience helped them understand a particular text)

Teacher prompts: "How did watching the television program about Martin Luther King help you when you were reading the 'I Have a Dream' speech?" "What music would make an appropriate soundtrack for this text? How does creating a soundtrack for the story clarify your interpretation of the text?"

3. TLE 7-9 "Sample Roots and Prefixes" 54 4. TLCC 7-12 "Reading Informational Texts" 80 5. TLCC 7-12 "Skimming and Scanning to Preview Text" 32

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of this course, students will:

Identifying Topic, Purpose, and Audience

1.1 identify the topic, purpose, and audience for a few different types of writing tasks *(e.g., a promotional flyer advertising their school for Grade 8 students in another school; a formal paragraph stating and explaining an opinion on a topic for the teacher; a newspaper article and accompanying photograph for the local newspaper*[1]*)*

Teacher prompt: "Readers of newspapers see the photographs and headlines before they read the articles. What will catch the reader's eye in this photograph? How will that influence the way you approach your article?"

Generating and Developing Ideas

1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate *(e.g., create focus questions for a specific topic;*[2] *identify key words to narrow an Internet search about a topic; use a graphic organizer to connect possible topics to sources of information; use rapid writing to capture ideas in response to a series of teacher-provided prompts; record ideas for writing in a writer's journal or jot journal; create a "grocery list" of ideas for writing; use a table to rank the relevance of questions about a specific topic)*

Teacher prompts: "Did your focus questions suggest a different way of looking at this topic?" "How did working with a partner help you to develop this topic?"

Research

1.3 locate and select information to support ideas for writing, using a few different strategies and print, electronic, and other resources, as appropriate *(e.g., use a teacher-created research plan and track their progress by means of a checklist; identify the different types of information needed about a topic, such as background information and definitions of terms; use key word searches and other browsing strategies to locate appropriate information and terminology in online library catalogues, general encyclopaedias, and dictionaries; record all sources of information using a teacher-provided template based on conventions for proper documentation and full acknowledgement of sources and extracts, recognizing the importance of crediting original authors and promoting academic honesty; use a checklist to evaluate sources and information for accuracy, reliability, and authority)*

1. TLCC 7-12 "Setting the Context" 102 2. TL Media 7-10 "Focus Questions for Discussion Groups" 25

Teacher prompts: "Have you developed key words for searching and grouped them logically?" "How can you make your search more specific to your topic?" "Be sure to write down the author's name, the title and publication date, and the page number for all of your sources."

Organizing Ideas

1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a few different strategies and organizational patterns suited to the content and the purpose for writing *(e.g., identify key words in questions or prompts provided in the assignment and use them to organize information and ideas; highlight related ideas and information in a brainstormed list; collaborate with classmates to develop headings for grouping data; use the 5 W's to classify information from a documentary; sort information for a comparison and contrast essay using a Venn diagram[3])*

Teacher prompt: "What key words could you use to sort and group your information? Do the key words suggest a particular order [*chronological; general to specific*] for presenting the information?"

Reviewing Content

1.5 determine whether the ideas and information gathered are relevant to the topic and meet the requirements of the writing task *(e.g., map ideas on a graphic organizer to check that they are all related to the topic and that there are no gaps; check information and ideas against an outline of the task requirements)*

Teacher prompt: "Do you have all of the information that you need? How could you broaden your search to fill any gaps?"

2. Using Knowledge of Form and Style

By the end of this course, students will:

Form

2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms *(e.g., a dialogue to dramatize two sides of an issue for the class; instructions to help a beginner perform a computer procedure; a word collage to express personal feelings about an Aboriginal issue; text for an illustrated pamphlet to share tips about snowboard safety with classmates)*

Teacher prompt: "How will you structure this dialogue to clarify who is speaking? How will you make the two speakers sound like different people?"

Voice

2.2 establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing *(e.g., use an impersonal, objective tone to report on a news event; use a humorous tone in a review of a music video; use appropriate slang in a dialogue between two teenagers)*

Teacher prompt: "When is it acceptable – perhaps even necessary – to use slang in your writing? When is slang not appropriate?"

Diction

2.3 use appropriate descriptive words, phrases, and expressions to make their writing clear for their intended audience *(e.g., find the best five words to describe a character; list powerful words that express their viewpoint on a topic in preparation for a debate; adjust word choice based on teacher or peer feedback[4])*

Teacher prompts: "Can you find a better word to capture your meaning?" "Is plain, simple language more suitable for your present purpose than striking or elaborate language?"

Sentence Craft and Fluency

2.4 write complete sentences that communicate their meaning accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas *(e.g., distinguish between exclamatory, declarative, imperative, and interrogative sentences and the purposes for which they are used; use sentence-combining strategies to add variety to their writing[5])*

Teacher prompts: "Where could you use an imperative sentence or an exclamation to add variety to your writing?" "Which would capture your reader's interest more effectively here – a statement or a question?"

Critical Literacy

2.5 explain how their own beliefs, values, and experiences are revealed in their writing *(e.g., explain how their retelling of a school experience reflects their own attitude to the event)*

Teacher prompts: "What point of view is evident in your piece of writing? What words or phrases signal your point of view most clearly?" "Do you think your point of view is shared by your

3. TLCC 7-12 "Webbing, Mapping and More" 108 4. TLE 7-9 "Writing with Precision" 44-46 5. TLE 10-12 "Sentence Starters" 48

peers? Why might some disagree with it?" "What ideas or experiences have influenced you to adopt this position?"

Revision

2.6 revise drafts to improve the content, organization, and clarity of their written work, using a variety of teacher-modelled strategies *(e.g., add, delete, and rearrange information to improve clarity; insert connecting and/or transition words in or between sentences to clarify the progression of ideas; add examples to illustrate a product claim*[6]*)*

Teacher prompts: "Are there any key ideas that are missing?" "Have you included all of the details a reader would need to understand the point you are making?" "Are there any unnecessary ideas that could be removed?"

Producing Drafts

2.7 produce revised drafts of texts written to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

Teacher prompt: "Refer to your checklist to keep on track as you draft your writing. If three examples are required, don't include fewer than three or more than three."

3. Applying Knowledge of Conventions

By the end of this course, students will:

Spelling

3.1 use knowledge of basic spelling rules and patterns, a few different resources, and appropriate strategies to spell familiar and new words correctly *(e.g., recognize when a word doesn't look right; generate alternative spellings; break unfamiliar words into syllables to assist in spelling; consult dictionaries and electronic spell checkers; identify homophones – words that sound the same but are spelled differently – and double-check that the correct spelling has been used; cluster root words and related forms on a tracking list)*

Teacher prompt: "When you look at that word, what doesn't seem right about it? Where could you look to check its spelling?"

Vocabulary

3.2 build vocabulary for writing by confirming word meaning(s) and reviewing word choice, using a few different types of resources and strategies *(e.g., refer to classroom word walls; check word choice by locating entry words, prefixes, and information about word origins in online and print dictionaries, including thematic dictionaries such as a science dictionary or a dictionary of synonyms, antonyms, and homonyms; use bilingual or first-language dictionaries to find the right word[s] to express an idea*[7]*)*

Teacher prompt: "Is this the only word you could use to express this idea? Brainstorm with a partner to find some alternatives."

Punctuation

3.3 use punctuation correctly to communicate their intended meaning *(e.g., use an initial capital letter for the first word in a sentence and final punctuation appropriate to the sentence type; use commas to separate words in a list; use quotation marks in dialogue and direct quotations, including quotations from a published source)*

Teacher prompt: "How do you indicate that these words are spoken by the character?"

Grammar

3.4 use grammar conventions correctly to communicate their intended meaning clearly *(e.g., write complete and correct simple, compound, and complex sentences; consistently make subject and verb agree and use verb tenses appropriate to the context)*

Teacher prompt: "You have a plural verb in this sentence. Does it agree with your subject?"

Proofreading

3.5 proofread and correct their writing, using guidelines developed with the teacher and peers *(e.g., use a highlighter to indicate possible spelling errors that need to be checked)*

Teacher prompt: "Have you had a chance to read through your writing to check for errors? Show me two changes that you made."

6. TLCC 7-12 "Revising and Editing: Asking Questions to Revise Writing" 128 7. TLCC 7-12 "Using Context to Find Meaning" 38

Publishing

3.6 use a few different presentation features, including print and script, fonts, graphics, and layout, to improve the clarity of their written work *(e.g., select an appropriate graphic to illustrate a contribution to the class newspaper; use computer design software and graphics to produce items such as a promotional flyer for a movie or trading cards depicting mythological figures)*

Teacher prompts: "How could you make your work look more attractive to a reader?" "Would the visuals help the reader understand the text better if they were positioned differently?"

Producing Finished Works

3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions[8])*

Teacher prompt: "How do you know when your work is finished and can't be further improved?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe a few different strategies they used before, during, and after writing; explain which ones they found most helpful; and identify steps they can take to improve as writers *(e.g., explain the benefits of sharing ideas in small groups about how to get started and/or what to try when they are stuck)*

Teacher prompts: "What strategy do you use most frequently to get started on a writing assignment? How effective is it?" "When you have difficulty with a writing assignment, what do you do?" "What have you learned about your use of time that you will keep in mind for the next writing assignment?"

Interconnected Skills

4.2 identify some of their skills in listening, speaking, reading, viewing, and representing and explain how the skills help them write more effectively *(e.g., describe how their own writing has been improved by listening to the work of others)*

Teacher prompt: "When you listen to the news on the radio, does it help you understand how news stories are structured? Do you see how the news reporter conveys the most important information to the listener at the beginning of each story?"

Portfolio

4.3 select several pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice *(e.g., identify examples that show their ability to use their expanded vocabulary in written work)*

Teacher prompt: "How has your writing changed from last year, when you were in Grade 8? What reasons can you suggest to explain the difference?"

8. TLCC 7-12 "Adding Details" 118; "Supporting the Main Idea" 112

MEDIA STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
2. **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of this course, students will:

Purpose and Audience

1.1 explain how simple media texts and some teacher-selected complex media texts are created to suit particular purposes and audiences *(e.g., advertisements for games and toys use bright colours and happy images to appeal to children; horror movies use unusual camera angles, menacing music, and special effects to create a spooky atmosphere; a teen magazine uses teen insider jargon and an offbeat layout to appeal to its readers' desire to establish their own identity[1])*

Teacher prompt: "Why do fashion magazines contain many photographs and relatively little text?"

Interpreting Messages

1.2 interpret simple media texts and some teacher-selected complex media texts, identifying some of the overt and implied messages they convey *(e.g., emotive language used in a newspaper headline signals a dramatic event; images of happy families in television advertising for fast-food restaurants link the product to ideas of family harmony and togetherness)*

Teacher prompts: "What do the words in this movie poster tell us about the movie? What else is communicated about the movie through the design, colours, and images in the poster?" "How does the music in this song support the message of its lyrics?"

Evaluating Texts

1.3 evaluate how effectively information and ideas are communicated in simple media texts and some teacher-selected complex media texts, and decide whether the texts achieve their intended purpose *(e.g., explain why one advertisement is more likely than another to persuade them to buy a product;[2] determine whether the images chosen to advertise a product clearly communicate something important or appealing about the product)*

Teacher prompt: "Why is a dog an effective symbol to communicate a message about the reliability of a product?"

Audience Responses

1.4 identify how different audiences might respond to selected media texts *(e.g., predict how young, single males might respond to a car ad for a family van;[3] predict how different peer groups might respond to a new rap CD)*

Teacher prompt: "How might readers of different ages respond to images in magazines of perfect bodies and luxurious lifestyles?"

1. TL Media 7-10 "Exploring the Key Concepts of Media Literacy" 2 2. TL Media 7-10 "Evaluating the Effectiveness of Media Messages" 28 3. TL Media 7-10 "Examining Multiple Perspectives of an Advertisement" 22

Critical Literacy

1.5 identify the perspectives and/or biases evident in a few simple media texts and teacher-selected complex media texts and comment on any questions they may raise about beliefs, values, and identity *(e.g., identify the perspective reflected on a CD cover that carries a parental advisory warning; identify the perspective presented in a review of a video game)*

Teacher prompts: "What does this music video tell you about the beliefs and values of the people it portrays?" "What similarities or differences do you see between yourself and the characters portrayed on the CD covers or in the video games that interest you most?"

Production Perspectives

1.6 explain how a few different production, marketing, and distribution factors influence the media industry *(e.g., explain why a major recording studio might ask a rock group to "sanitize" some of their lyrics; explain how store names and locations, lighting, décor, and signage in a shopping mall are designed to influence consumer behaviour)*

Teacher prompts: "How do marketing and advertising campaigns for a CD launch affect product distribution and sales?" "How can the Internet help new artists to promote themselves?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of this course, students will:

Form

2.1 identify general characteristics of a few different media forms and explain how they shape content and create meaning *(e.g., in a television ad, a charitable organization soliciting donations can use film and voice-over narration to dramatize the story of an aid recipient, whereas in a print advertisement it can convey an impression of the recipient's situation through a still photograph or collage and descriptive text[4])*

Teacher prompt: "What does a car ad in a newspaper automotive supplement tell you about the product that a television ad doesn't, and vice versa?"

Conventions and Techniques

2.2 identify a few different conventions and/or techniques used in familiar media forms and explain how they convey meaning *(e.g., eye-catching colours and large print and images on a billboard enable passers-by to process the message quickly;[5] quick cuts in a music video emphasize the speed and intensity of the musical beat)*

Teacher prompts: "What does the musical score contribute to the climax of the movie?" "How does the font support the message of this advertisement?"

3. Creating Media Texts

By the end of this course, students will:

Purpose and Audience

3.1 describe the topic, purpose, and audience for media texts they plan to create *(e.g., a storyboard for a music video to raise money for an environmental cause;[6] the outline for a radio broadcast over the school PA system to commemorate a famous Canadian)* and identify challenges they may face in achieving their purpose

Teacher prompt: "How can you make sure that your video welcoming students to the school will make students from diverse cultures feel welcome?"

Form

3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice *(e.g., a mock "menu" identifying the main characters for the back cover copy of a Young Adult novel that features a café as a teen hangout; a multimedia display to highlight students' athletic achievements)*

Teacher prompt: "Why might a human rights organization choose a music video to deliver its message? What does the choice of form tell you about the intended audience for the message?"

Conventions and Techniques

3.3 identify a few different conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate meaning *(e.g., movie poster conventions/techniques: visuals suggesting the characters and setting; text taglines conveying the theme or plot "hook"; symbols/icons signalling the particular genre, such as weapons and high-performance vehicles in a techno-thriller)*

Teacher prompt: "When creating a cover for your science notebook, what images, icons, or graphics would you use? Why?"

4. TL Media 7-10 "Reading Between the Lines (Predictions)" 10 5. TL Media 7-10 "Exploring the Key Concepts of Media Literacy" 2
6. TL Media 7-10 "Producing a Public Service Announcement" 18

Producing Media Texts

3.4 produce media texts for a few different purposes and audiences, using appropriate forms, conventions, and techniques *(e.g., a dinner menu to attract a family clientele to a restaurant; a poster to promote events such as Black History Month or Asian History Month)*

Teacher prompt: "What should you include in a phone directory ad for a friend or relative's business?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe a few different strategies they used in interpreting and creating media texts and explain how these and other strategies can help them improve as media interpreters and producers *(e.g., explain how a checklist helped them increase their awareness of media marketing strategies and consumer responses)*

Teacher prompt: "What strategies helped you recognize the target audience for a CD cover?"

Interconnected Skills

4.2 identify a few different skills in listening, speaking, reading, and writing that help them interpret and produce media texts *(e.g., understanding how to select key words to include in an oral or written summary can help them create effective copy for an informational poster)*

Teacher prompt: "How could explaining to someone why you like a product help you generate ideas for advertising it?"

English, Grade 10

Academic — ENG2D

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: English, Grade 9, Academic or Applied

Key to Footnote References

The footnotes throughout this course contain abbreviated references to teacher resource guides in the ministry's "Think Literacy Library", available on the ministry website, at **www.edu.gov.on.ca**. The guides are identified as follows:

- TLCC 7-12 refers to the main guide, *Think Literacy: Cross-Curricular Approaches, Grades 7–12.*
- TLE 7-9 and TLE 10-12 refer to the subject-specific guides for Language/English, Grades 7–9, and English, Grades 10–12.
- Other subject-specific guides are identified by the initials "TL", followed by the name of the subject (e.g., Computer Integration; Library Research; Media; Technological Education) and the grades the resource guide covers (e.g., TL Computer Integration 7-12).

ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of this course, students will:

Purpose

1.1 identify the purpose of a variety of listening tasks and set goals for specific tasks *(e.g., listen to a teacher read a prose selection aloud in order to identify how the rhythm of the sentences enhances the mood; clarify and extend the ideas of others in a class discussion;[1] synthesize information from a guest speaker's presentation)*

Teacher prompt: "How can you plan a response when listening to an opponent's presentation during a debate?"

Using Active Listening Strategies

1.2 select and use appropriate active listening strategies when participating in a variety of classroom interactions *(e.g., ask questions and respond to the ideas of others during a class discussion about a short story;[2] maintain attentiveness and focus during a guest speaker's presentation)*

Teacher prompt: "How do you acknowledge others' ideas during a class discussion?"

Using Listening Comprehension Strategies

1.3 select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex texts *(e.g., make jot notes during a class discussion about character development; discuss, in a small group, other classmates' ideas about a controversial issue in order to understand divergent opinions[3])*

Teacher prompt: "What makes it hard for you to understand ideas during a class discussion? What strategies could you try that might help?"

Demonstrating Understanding of Content

1.4 identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of ways *(e.g., listen to a read-aloud of a scene from a Shakespeare play and summarize the content; use a graphic organizer to compile the main ideas and supporting details from several television newscasts about a current event/issue[4])*

Teacher prompt: "What conflict is being developed in these two scenes from the play? Which scene do you understand most clearly? Why?"

Interpreting Texts

1.5 develop and explain interpretations of oral texts, including increasingly complex texts, using evidence from the text and the oral and visual cues used in it to support their interpretations *(e.g., explain how the narrator's tone in the voice-over influenced their interpretation of the visuals in a movie trailer; explain similarities and differences between the deliveries of a monologue in the stage and film productions of a play)*

Teacher prompt: "What lines in the voice-over in the movie trailer did you interpret differently from your partner? How does the dialogue in the scene clips support each of your interpretations?"

1. TLCC 7-12 "Discussion Etiquette" 176 and "Group Roles" 158 2. TLCC 7-12 "Discussion Etiquette" 176 3. TLCC 7-12 "Triangle Debate" 186 4. TLCC 7-12 "Most/Least Important Ideas and Information" 44

Extending Understanding of Texts

1.6 extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., compare their own delivery of a Shakespearean monologue with deliveries by their classmates or in professional productions; use role play and drama to explore ideas, emotions, and issues presented in oral texts; listen to a professionally recorded play and then explain how a character's struggle resonated with a personal experience)*

Teacher prompt: "What issues in Shakespeare's play are still important today? Why are they important? How are the same issues addressed in the modern play that we watched?"

Analysing Texts

1.7 analyse oral texts, including increasingly complex texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response *(e.g., explain how a fellow student has used a combination of personal anecdotes and research to support his or her opinion in a presentation; review a radio news broadcast and examine the effective use of "sound bites" to inform and engage the audience)*

Teacher prompts: "What elements in the oral presentation strengthened your understanding of the issues discussed in class?" "What effect did the speaker's anecdotes have on your response to the topic?"

Critical Literacy

1.8 identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power *(e.g., listen to and then discuss mock interviews for a variety of job types; assess "testimonial" commercials; analyse the language used in role plays)*

Teacher prompts: "How does the speaker's use of slang, idioms, or figures of speech allow the speaker to appeal to the perspective of a particular audience? What effect does this have?" "Which of the speaker's statements are facts? Which are opinions? Is there a balance between the two? Which make the presentation more convincing?" "Do you think the speaker's position on the subject is balanced or fair?" "What in the speaker's background or experience [*e.g., ethnocultural heritage, economic status, gender, sexual orientation, race, age, religion*] might affect his or her position on the subject?"

Understanding Presentation Strategies

1.9 evaluate the effectiveness of a variety of presentation strategies used in oral texts, including increasingly complex texts, and suggest other strategies that could be used effectively *(e.g., examine how body language and vocal inflection enhance the delivery of a dramatic monologue; detect the use of emotionally laden language to persuade the audience to accept a point of view, and assess its effectiveness; evaluate the balance between the use of multimedia slides and the performance of the speaker in order to assess the effectiveness of the delivery of the message[5])*

Teacher prompts: "How did the actor's body language reveal his character?" "What suggestions would you offer the presenters to help them engage their audience more effectively?"

2. Speaking to Communicate

By the end of this course, students will:

Purpose

2.1 communicate orally for a variety of purposes, using language appropriate for the intended audience *(e.g., prepare a group read-aloud of a short story for a school-wide literary festival; prepare a "Speakers' Corner" message about a contemporary issue;[6] create and present a skit involving characters who hold opposing views on a topic; make a class presentation on the issues affecting Aboriginal communities)*

Teacher prompt: "How could you use different voices and varying volume to strengthen the effectiveness of your group read-aloud?"

Interpersonal Speaking Strategies

2.2 demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences *(e.g., adapt speech according to the role/responsibility assumed in a reading-circle discussion; negotiate consensus, when appropriate, by identifying the commonalities among the various points of view; use language and forms of address that are appropriate for the level of formality of the situation[7])*

Teacher prompts: "How does your awareness of your audience affect the way you prepare to deliver a presentation?" "What strategies do you use to keep the audience engaged while you refer to your notes during the presentation? How can you minimize your use of notes?"

5. TL Media 7-10 "Reading Graphical Texts" 6 6. TLE 10-12 "Speakers' Corner" 80 7. TLCC 7-12 "Discussion Etiquette" 176

Clarity and Coherence

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience *(e.g., identify and use specific references from a text to strengthen arguments in a presentation;[8] present an argument that has a clearly stated purpose, point-by-point development, and relevant supporting details)*

Teacher prompt: "How could you introduce your topic to engage a specific audience?"

Diction and Devices

2.4 use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience *(e.g., use examples of idioms from diverse cultures to illustrate a concept during a presentation; use emotive language in a persuasive appeal to a large group; use contemporary English to adapt a Shakespearean soliloquy)*

Teacher prompt: "What changes in meaning occur when you modernize Shakespearean language?"

Vocal Strategies

2.5 identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them appropriately and with sensitivity to audience needs and cultural differences *(e.g., enunciate clearly, while varying tone, pace, and volume, to ensure that all members of a diverse audience will understand the message;[9] adjust volume, pace, and pitch to suit the purpose of speaking and the size and type of audience;[10] adapt voice to role-play the subject of a biography for a mock interview)*

Teacher prompt: "How will you adapt your voice to create a strong sense of the person you are portraying?"

Non-Verbal Cues

2.6 identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them appropriately to help convey their meaning and with sensitivity to audience needs and cultural differences *(e.g., use a variety of non-verbal cues to enhance a dramatic reading; assume a posture that maintains an engagement with the audience when giving a presentation;[11] play charades in a small group[12])*

Teacher prompt: "What non-verbal cues will you use to enhance and clarify your oral reading of the poem?"

Audio-Visual Aids

2.7 use a variety of audio-visual aids appropriately to support and enhance oral presentations and to engage an audience *(e.g., use graphic organizers on an overhead projector to compare the elements of two short stories; use costumes and props to enhance a dramatic presentation)*

Teacher prompt: "How could you use visual aids to capture the audience's interest at the beginning of your presentation?"

3. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

3.1 describe a variety of strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills *(e.g., explain how they used visual and audio aids to clarify ideas in a small-group presentation; discuss what they find most difficult about presenting orally in class, and list strategies that might make it easier)*

Teacher prompts: "How do you check to be sure that the audience understands what you are saying?" "How would you describe the way you participate in group discussions?" "What strategies did you use to help you transfer what you heard into what you needed to know?"

Interconnected Skills

3.2 identify a variety of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills *(e.g., identify and explain narrative techniques that they could incorporate into a group oral presentation; explain how reading a humorous short story improves their ability to tell amusing anecdotes of their own)*

Teacher prompts: "What have you learned from a study of poetry that can be applied to effective speaking?" "What can you learn from a study of propaganda that can be applied to debating skills?"

8. TL Library Research 9-12 "Developing Keywords and Search Plans" 12 9. TL ESL/ELD – Part I "Inside/Outside Circle" 16
10. TLCC 7-12 "Effective Presentation Skills" 196 11. TLCC 7-12 "Effective Presentation Skills" 196 12. TL ESL/ELD – Part I "Inside/Outside Circle" 16

READING AND LITERATURE STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Reading for Meaning:** read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Variety of Texts

1.1 read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading *(e.g., compare the diction and imagery used in a contemporary poem and a poem on the same theme from a different historical period; develop a character sketch based on a brief biography of a historical figure they admire to prepare for a short role-play presentation;[1] use an electronic database to locate information from various sources about religious or cultural practices of an ethnic group different from their own)*

Teacher prompts: "Why should we read texts from or about other times and other cultures?" "Review the list in your reading log of the various texts you've read this year. Which ones did you find most enjoyable to read? Why?"

Using Reading Comprehension Strategies

1.2 select and use appropriate reading comprehension strategies before, during, and after reading to understand texts, including increasingly complex texts *(e.g., make jot notes based on teacher prompts during a read-aloud;[2] pose questions about a character's motivation or actions in a fictional text; role-play alternative solutions to a conflict presented in a text; activate prior knowledge about a topic using an anticipation guide)*

Teacher prompt: "How does asking questions help you develop your understanding of character?"

Demonstrating Understanding of Content

1.3 identify the most important ideas and supporting details in texts, including increasingly complex texts *(e.g., flag key passages that reveal character in a text; highlight or make notes about ideas or details that support the author's thesis;[3] prepare a series of tableaux to represent key events in a story; determine what essential information is conveyed by the captions in a graphic text)*

Teacher prompt: "What details in the essay are most necessary to support the author's thesis?"

Making Inferences

1.4 make and explain inferences about texts, including increasingly complex texts, supporting their explanations with well-chosen stated and implied ideas from the texts *(e.g., explain what the dialogue in the story indirectly or implicitly reveals about a character; make inferences about the target audience for two different newspapers based on the stories the papers feature most prominently and cover in most detail)*

Teacher prompts: "What is the subtext in the conversation between these two characters?" "What can we infer from the arrangement of the news on the front page and following pages of a newspaper?"

1. TLCC "Presentation Modelling" 194 2. TLE 7-9 "Some Tips for Making Notes" 27 3. TLCC 7-12 "I Read/I Think/Therefore" 70

Extending Understanding of Texts

1.5 extend understanding of texts, including increasingly complex texts, by making appropriate connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., recall similar structures of texts previously read to help in analysing a new text; with a partner, role-play a mock interview about a public personality's reaction to a recent profile in a print or online source; explain how something in your own experience or background has influenced your understanding of a character's behaviour)*

Teacher prompts: "How would you respond if someone described you in these terms?" "Based on your own experience, do you find this opinion piece convincing?"

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements *(e.g., explain how figures of speech in a text highlight the theme and help create a mood; determine how the setting in two short stories helps clarify each story's main theme)*

Teacher prompts: "How does setting the story in a prison contribute to the development of the theme?" "Each of the characters in the play grapples with a different kind of problem. What does each of their stories contribute to the central theme?"

Evaluating Texts

1.7 evaluate the effectiveness of texts, including increasingly complex texts, using evidence from the text to support their opinions *(e.g., explain why the plot of a novel is believable or not; explain why one online information source is more useful than another; explain some of the ways in which a particular novel engages the reader; explain why the wording of the text in an advertisement succeeds in capturing the attention of its teen audience)*

Teacher prompts: "Is the author relying too much on coincidence to resolve the plot?" "Is the behaviour of the characters believable in the circumstances?" "How does the first chapter of the novel engage your attention and make you want to read further?"

Critical Literacy

1.8 identify and analyse the perspectives and/or biases evident in texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power *(e.g., determine the fairness of depictions of comic characters in a Shakespeare play, of the antagonist or villain in a novel, of poverty and poor people in a newspaper article)*

Teacher prompts: "In what ways is the comic character or 'villain' in this text 'different' from the hero? When you consider such differences in another context, do they still strike you as laughable or evil? Do other texts you have read depict differences as comic or negative?" "What effect would a change in the character's gender or ethnocultural background have on the way the events are described in the text?"

2. Understanding Form and Style

By the end of this course, students will:

Text Forms

2.1 identify a variety of characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning *(e.g., explain the function of setting in a short story; explain the function of rhyme in a sonnet; explain the role of a refrain or repeated phrase in a ballad or story; explain the function of transition words in an opinion piece or argument; explain the role of a comparison and contrast structure in a persuasive essay or a book review; explain why some characters in a Shakespeare play speak mainly in verse and others mainly or only in prose)*

Teacher prompts: "How do the rhyme changes between one quatrain and the next and between the quatrains and the final couplet help you follow the 'argument' or developing idea in the poem?" "How do the visual components of a graphic novel complement the written text?" "How does the layout of a concrete poem contribute to its meaning?"

Text Features

2.2 identify a variety of text features and explain how they help communicate meaning *(e.g., "explanatory" titles or epigraphs for individual chapters in a novel; logo size, illustrations, font sizes, and colour in an advertisement)*

Teacher prompts: "How do the pull-out quotes in a magazine article influence the reader?" "Why is the logo featured so prominently in this advertisement?"

Elements of Style

2.3 identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts *(e.g., determine the differences in meaning or effect when the same symbol, such as the sun or water, is used in two different poems; compare the images, symbols, and literary devices used in an Aboriginal myth and a Greek myth; explain how a mythical allusion in a piece of literature or an advertisement enhances the theme or message; determine what effects are achieved in works by two different authors, one of whom uses a variety of sentence types while the other does not)*

Teacher prompts: "What effect is achieved by the use of so many short, simple declarative sentences?" "What effect is created when lifeless things are described as having human feelings – as in 'the moaning wind'?" "What effect is created when something very trivial is compared to something very important, or vice versa?"

3. Reading With Fluency

By the end of this course, students will:

Reading Familiar Words

3.1 automatically understand most words in a variety of reading contexts *(e.g., idioms, euphemisms, and slang expressions in literary texts; academic and technical terms in reports and essays; the different meanings of a familiar word in different contexts)*

Teacher prompt: "Did previous encounters with these technical terms in your textbook help you to understand them in this new context?"

Reading Unfamiliar Words

3.2 use appropriate decoding strategies to read and understand unfamiliar words *(e.g., use a dictionary of foreign words and expressions to find the meaning of foreign words and phrases in dialogue in a novel; use knowledge of prefixes, suffixes, and roots to predict meaning; make personal lists of common prefixes and suffixes for easy reference; read beyond an unfamiliar word or phrase to infer meaning from the overall sense of the passage)*

Teacher prompts: "Reread the whole paragraph as many times as you need to to clarify the meaning." "What context clues can you use to figure out the meaning of the word?"

Developing Vocabulary

3.3 identify and use a variety of strategies to expand vocabulary *(e.g., identify examples of idioms, euphemisms, slang, dialect, acronyms, academic language, and technical terminology and use a variety of resources to check their meaning; review the etymology of unfamiliar words in an etymological dictionary)*

Teacher prompts: "How do you think new words make it into a dictionary?" "Are some sources better than others for checking the meaning of new or specialized words?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe a variety of strategies they used before, during, and after reading; explain which ones they found most helpful; and identify detailed steps they can take to improve as readers *(e.g., describe the strategies they used in reading a short story and explain how the strategies were helpful; use a Venn diagram to identify which strategies are useful at a particular stage of the reading process and which are useful at more than one stage – or at all stages)*

Teacher prompts: "How did the use of an anticipation guide help you in reading the short story?" "Explain how you visualize text and why visualizing is important to the reading process." "How did the role-play activity extend your understanding of the conflicts in the text?"

Interconnected Skills

4.2 identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively *(e.g., describe in a double-entry journal how viewing pictures of a historical period contributes to their understanding of fiction set in that period)*

Teacher prompts: "How did viewing and making jot notes on the slide presentation about the historical period help you to understand the novel's setting?" "Did creating a role-play about the conflict contribute anything new to your understanding of the central character's motivation?"

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of this course, students will:

Identifying Topic, Purpose, and Audience

1.1 identify the topic, purpose, and audience for a variety of writing tasks *(e.g., an academic essay examining a theme in one of Shakespeare's plays for the teacher; a speech about an Aboriginal leader or role model for peers; a rite-of-passage narrative relating the experience of a fictional character for peers and adults; a narrative about a significant personal moment in their own Grade 9 experience for new Grade 9 students; an article on a local issue for a community newspaper[1])*

Teacher prompt: "What is your principal audience? What approach could you take in your writing to appeal to that audience?"

Generating and Developing Ideas

1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate *(e.g., free write or consult a writing journal to evolve or focus a topic for a narrative; identify and rank focus questions for further investigation;[2] brainstorm in a small group to create a list of potential topics and questions for enquiry; conduct an electronic search for information on an author for a class project; summarize and paraphrase information and ideas in point-form notes; use formal debate strategies to explore ideas prior to research)*

Teacher prompt: "Which topics are closest to your own experience? Which will likely require the most research?"

Research

1.3 locate and select information to appropriately support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate *(e.g., create a research plan and track their progress using a research portfolio; identify a range of sources in school or public libraries and on the Internet that will provide the most appropriate information for an assignment; interview family and community members, experts, or witnesses to events; use key word searches and other browsing strategies to locate a range of periodical and e-book information in online databases; accurately record page references for information from primary sources; record all sources of information in a list of works cited or references, observing conventions for proper documentation and full acknowledgement of sources and extracts, in recognition of the need to credit original authors and promote academic honesty; use a detailed template to evaluate sources and information for reliability, accuracy, currency, and relevance to the topic; discuss the information selected, the progress of their research to date, and new sources to consider with the teacher or teacher-librarian)*

1. TLE 7-9 "Setting the Context (using R.A.F.T.S.)" 32 2. TL Library Research 7-12 "Generating Ideas: Setting the Context" 8

Teacher prompts: "Which research sources did you find most useful?" "How do you know your sources are credible?" "What did non-print resources [*e.g., taped interviews*] contribute to the information you collected?"

Organizing Ideas

1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and organizational patterns suited to the content and the purpose for writing *(e.g., use a clear statement of their topic or thesis to highlight the main points they plan to cover in a persuasive magazine article;*[3] *identify appropriate classification categories and use them to itemize the characteristics of a protagonist in a story or play; use a cause-and-effect chart to organize an argument for an essay;*[4] *develop an extended metaphor as a prompt for writing a poem; use a web diagram to show how quotations from a text support their argument in an opinion piece; classify images from song lyrics for a music review; use a timeline to trace the development of a tragic hero for an in-class essay)*

Teacher prompts: "Why would it be more effective, in some writing pieces, to begin with the most important points?" "Why should you use adjectives sparingly in this writing selection?"

Reviewing Content

1.5 determine whether the ideas and information gathered are relevant to the topic, accurate, and complete and appropriately meet the requirements of the writing task *(e.g., verify information in another source; review supporting quotations to ensure that they accurately illustrate the intended point; use a checklist to ensure that all main points are adequately supported)*

Teacher prompts: "How do you know that your data are valid?" "Are there inconsistencies in your information?" "Are there significant omissions that need to be addressed?"

2. Using Knowledge of Form and Style

By the end of this course, students will:

Form

2.1 write for different purposes and audiences using a variety of literary, graphic, and informational forms *(e.g., a speech to persuade their peers to take action on an issue; a myth or updated fairy tale for young children; a review of a music CD or a song to be shared with the class; the cover for a "talking books" CD for a senior; a biography about a family member)*

Teacher prompts: "What changes would you need to make to a persuasive essay to convert it into an effective speech?" "What standard elements of a fairy tale should you be sure to include in your new version? What elements could you leave out?"

Voice

2.2 establish a distinctive voice in their writing, modifying language and tone skilfully to suit the form, audience, and purpose for writing *(e.g., rewrite a story by a favourite author, adopting the point of view and voice of a character other than the original narrator, or of an entirely new character; use a formal, impersonal voice in an essay to communicate their intention to maintain objectivity; use imagery that reveals or reflects their mood or attitude in a lyrical free verse poem)*

Teacher prompt: "What kinds of images might give the reader clues about whether the 'speaker' in your poem is happy or sad?"

Diction

2.3 use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear, vivid, and interesting for their intended audience *(e.g., identify concrete, specific words they can use to depict objects and events vividly and with exactness; identify long-winded expressions they can replace with more concise language*[5]*)*

Teacher prompts: "What tells you more about the kind of food the characters ate, the phrase 'gooey dark chocolate fudge cake' or the word 'dessert'?" "Is there a shorter way to say 'The fact of the matter is', or 'At this point in time'?"

Sentence Craft and Fluency

2.4 write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas *(e.g., use a variety of sentence structures, including compound-complex sentences; use prepositional and participial phrases and adjectival and adverbial clauses to add details and/or qualifying information; insert rhetorical questions for emphasis in an argumentative essay; insert a sentence fragment to interrupt the flow in a paragraph for effect;*[6] *use subject-verb inversion to vary sentence rhythm)*

Teacher prompts: "How could you change some sentences in the paragraph to avoid using the same sentence patterns over and over again?" "How could you add this necessary information without writing a complete new sentence for each separate detail?"

3. TLE 10-12 "Developing and Organizing Ideas: Writing a Series of Paragraphs to Express an Opinion" 42 4. TL Library Research 7-12 "Developing and Organizing Ideas: Looking for Relationships" 24 5. TLE 7-9 "Writing with Precision" 44 6. TLE 10-12 "Revising and Editing Modelled Writing" 50

Critical Literacy

2.5 explain how their own beliefs, values, and experiences are revealed in their writing *(e.g., compare their writing on a topic with a piece written from a different viewpoint and identify and explain the differences; write in-role to support an opinion with which they personally disagree and use feedback from a partner to assess whether they have represented the position fairly)*

Teacher prompts: "Did examining a different perspective on the topic alter your own ideas about the topic?" "Whose voices might be inaccurately represented or not heard in your writing?"

Revision

2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies *(e.g., reinforce a mood or feeling by sharpening the focus of the imagery and other rhetorical devices in a poem or short story; identify and remove redundancies and clarify or expand supporting details; rearrange ideas to improve parallel structure in a comparison and contrast essay[7])*

Teacher prompts: "Can your writing partner clearly identify your thesis?" "Which images has your writing partner identified as least effective?" "Have you positioned the supporting quotations you have selected appropriately for the best effect?"

Producing Drafts

2.7 produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

Teacher prompts: "As a final check for clarity, try writing a summary of your draft." "Identify and count the different sentence structures you have used in your draft. Would your writing be more interesting if you used a greater variety of sentence types and structures?"

3. Applying Knowledge of Conventions

By the end of this course, students will:

Spelling

3.1 use knowledge of spelling rules and patterns, a variety of resources, and appropriate strategies to recognize and correct their own and others' spelling errors *(e.g., spell correctly specific historical, academic, and literary terms used in course materials; relate spelling patterns to word origin and meaning by examining the linguistic roots of words;[8] maintain a list of words with "trick" spellings; use print and electronic spelling resources and knowledge of some international spelling variations to check accuracy and select preferred "Canadian" spellings where appropriate;[9] use understanding of sound-symbol relationships, word structures, word meanings, and generalizations about spelling to identify and correct misspellings[10])*

Teacher prompt: "If you find a word that may be misspelled, highlight or underline it so that your partner can check the spelling."

Vocabulary

3.2 build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose *(e.g., find specialized or academic vocabulary in reference resource materials to replace vague or inaccurately used words;[11] maintain a list of examples of technical terms and media phrases with their uses in various contexts;[12] maintain a list of homonyms, with their different meanings and uses in context; use a dictionary to find the etymology of unfamiliar words in a history or science article)*

Teacher prompt: "How do you go about building a writing vocabulary? What strategies do you use to incorporate into your writing some of the new words that you encounter in your reading?"

Punctuation

3.3 use punctuation correctly and appropriately to communicate their intended meaning *(e.g., use the semicolon to separate independent clauses and items in a list that contain sublists separated by commas; use underlining or italics to indicate book titles; use quotation marks to indicate titles of shorter works)*

Teacher prompts: "It was a good idea to combine these two sentences into one, but have you used the right punctuation mark to separate the two clauses?" "How should we punctuate this list when some of the items in it already include lists of their own?"

Grammar

3.4 use grammar conventions correctly and appropriately to communicate their intended meaning clearly and fluently *(e.g., construct a*

7. TLCC 7-12 "Revising and Editing: Asking Questions to Revise Writing" 128 8. TLE 7-9 "Sample Roots and Prefixes" 54 9. TLCC 7-12 "Proofreading Without Partners" 137 10. TLE 7-9 "Spelling Strategies Inventory" 5 11. TLCC 7-12 "Creating a Word Wall" 30 12. TL Media 7-10 "A Guide to Reading Visual Texts and Advertisements" 8

variety of phrases and clauses and arrange them appropriately to write complete and correct simple, compound, complex, and compound-complex sentences; select verb tenses appropriate to the particular context; make subjects and verbs agree; make pronouns agree with their antecedents)

Teacher prompts: "How will highlighting subjects and their attendant verbs help you identify sentence fragments?" "What do you need to change in your sentence to make the verb agree with the subject?"

Proofreading

3.5 proofread and correct their writing, using guidelines developed with the teacher and peers *(e.g., consult print and electronic resources to ensure that words with more than one connotation are used appropriately in the context; discuss with a partner how to correct identified problems*[13]*)*

Teacher prompts: "Are there some kinds of errors you make more often than others? What can you do to catch such repeated errors?" "Why is the role of an editor so important?"

Publishing

3.6 use a variety of presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their work and to heighten its appeal for their audience *(e.g., format written work to meet the requirements of a particular publication; use an engaging design and layout for an anthology of their poetry; choose appropriate fonts and design an eye-catching layout for the front and back covers of a teen magazine)*

Teacher prompt: "Have a look at these newspapers and magazines. Do you see any designs or layouts you'd like to emulate in your final product?"

Producing Finished Works

3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

Teacher prompt: "What would a complete character sketch include?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe a variety of strategies they used before, during, and after writing; explain which ones they found most helpful; and identify appropriate steps they can take to improve as writers *(e.g., explain the benefits of sharing their brainstorming list with a partner; identify the graphic organizers they find most useful for organizing their writing ideas and the characteristics that make them useful; identify the proofreading technique or tip they found most helpful)*

Teacher prompts: "How did the collaborative brainstorming session help you prepare for writing?" "Which form of writing do you find most difficult, and why?" "Identify two effective strategies that you use during revision and explain how they help you."

Interconnected Skills

4.2 identify a variety of skills they have in listening, speaking, reading, viewing, and representing and explain how the skills help them write more effectively *(e.g., explain how selecting graphics and designing a layout for a poster strengthened the visualizing skills they need to set the scene for a poem or story)*

Teacher prompt: "What rules for designing an effective poster are also applicable to setting a scene with words?"

Portfolio

4.3 select a variety of examples of different types of writing that they think reflect significant advances in their growth and competence as writers and explain the reasons for their choice *(e.g., identify work in which they deliberately tried to include strong verbs and concrete diction; explain how they used real-life examples to add depth to their essay about a societal issue)*

Teacher prompt: "What pieces do you feel show your increasing awareness of yourself and others? How do these pieces indicate changes or developments in your understanding of self and others?"

13. TLCC 7-12 "Peer Editing" 132

MEDIA STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
2. **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of this course, students will:

Purpose and Audience

1.1 explain how media texts, including increasingly complex texts, are created to suit particular purposes and audiences *(e.g., magazines include content and advertisements to appeal to specific demographic groups; trailers or posters for action-adventure movies feature scenes and artefacts that appeal to a predominantly male audience[1])*

Teacher prompt: "Why might early-evening TV news broadcasts feature more local news than late-evening TV news broadcasts?"

Interpreting Messages

1.2 interpret media texts, including increasingly complex texts, identifying and explaining the overt and implied messages they convey *(e.g., the use of talking animals as characters in a TV program or on a website often signals an intention to appeal to children; in a fashion feature, models' facial expressions and body language, as well as the setting and lighting of the photographs, create a mood or attitude that is associated with the fashions themselves[2])*

Teacher prompt: "How does an announcer's tone of voice in a news broadcast convey implied messages?"

Evaluating Texts

1.3 evaluate how effectively information, ideas, issues, and opinions, are communicated in media texts, including increasingly complex texts, and decide whether the texts achieve their intended purpose *(e.g., determine whether they get more information about a news story from a TV clip or a newspaper report; determine how accurately an animated children's film featuring animal "characters" depicts aspects of human societies)*

Teacher prompt: "What does this animated film do better – show you *what* the characters do or explain *why* they do it?"

Audience Responses

1.4 explain why the same media text might prompt different responses from different audiences *(e.g., explain why seniors and teens might respond differently to a political speech; suggest reasons why not all their peers like the same type of music[3])*

Teacher prompt: "Why might people living in northern Ontario respond differently from people in southern Ontario to ads for 'wilderness' vacations?"

Critical Literacy

1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and

1. TL Media 7-10 "Exploring the Key Concepts of Media Literacy" 2 2. TL Media 7-10 "Evaluating the Effectiveness of Media Messages" 28 3. TL Media 7-10 "Examining Multiple Perspectives of an Advertisement" 22

power *(e.g., explain the perspectives evident in the covers of a selection of novels featured in the school's English program; comment on the point of view evident in a television news story, identifying other possible points of view; analyse the text and images in a major department store's website to identify groups and occupations that are represented and those that are nowhere evident)*

Teacher prompts: "Based on the book's cover, who do you think is its target audience? What elements make you think that?" "What does this bumper sticker tell us about the car's owner?"

Production Perspectives

1.6 explain how a variety of production, marketing, and distribution factors influence the media industry *(e.g., suggest reasons why a film company is using the marketing strategies revealed on its website to market a specific new release; suggest reasons why particular products are advertised in a specific magazine)*

Teacher prompts: "How do animated films help promote toy sales?" "Which magazines do you read? Where do you get your magazines? Which products are promoted in the magazine? Who owns the magazines?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of this course, students will:

Form

2.1 identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning *(e.g., identify the features offered in an online version of a newspaper that are not provided in the print version, and vice versa;[4] suggest what type of content is appropriate for a podcast and explain why)*

Teacher prompt: "In what ways might a movie review on a television show differ from a review in a magazine?"

Conventions and Techniques

2.2 identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience *(e.g., the use of visual irony in political cartoons;[5] the use of symbols as well as words to convey health and safety warnings on a range of product packages)*

Teacher prompt: "What are some ways that lighting is used in film or television dramas to influence the viewer's perception of a character?"

3. Creating Media Texts

By the end of this course, students will:

Purpose and Audience

3.1 describe the topic, purpose, and audience for media texts they plan to create *(e.g., a web page presenting a personal anthology of poetry to their peers)*, and identify significant challenges they may face in achieving their purpose

Teacher prompt: "How could you identify an effective way to make poetry more appealing for a particular group of people?"

Form

3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice *(e.g., explain why a posting on a video-sharing website would be the best way to promote a new song)*

Teacher prompt: "What media form would be an effective way to persuade people to wear eye protection during sports activities?"

Conventions and Techniques

3.3 identify a variety of conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate specific aspects of their intended meaning *(e.g., product packaging conventions/techniques: illustrations and familiar or easy-to-interpret symbols and icons to assist in product identification)*

Teacher prompt: "What are some conventions/techniques used in tattoo design, and what is their [*communicative*] purpose?"

Producing Media Texts

3.4 produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques *(e.g., a sports magazine cover for a teenage audience; posters promoting their independent reading selections for display in the school library; a commercial promoting the contributions of Aboriginal people[6])*

Teacher prompt: "What product could you create to raise funds for an international social justice cause?"

4. TL Media 7-10 "Reading Between the Lines (Predictions)" 10
5. TL Media 7-10 "Exploring the Key Concepts of Media Literacy" 2
6. TL Media 7-10 "Producing a Public Service Announcement" 18

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe a variety of strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify appropriate steps they can take to improve as media interpreters and producers *(e.g., explain how a checklist helped them focus their efforts during production of a media text; use a checklist to assess their strengths as media creators and to identify areas for improvement; identify alternative production strategies they might find useful in the future)*

Teacher prompt: "How did analysing an effective running-shoe ad help you in creating your own ad for the same product?"

Interconnected Skills

4.2 identify a variety of their skills in listening, speaking, reading, and writing and explain how the skills help them interpret and produce media texts *(e.g., the ability to understand how rhyme and symbols enhance meaning in a poem can help them create a powerful song lyric)*

Teacher prompt: "How does the ability to take research notes help you produce an effective documentary?"

English, Grade 10

Applied — ENG2P

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

Prerequisite: English, Grade 9, Academic or Applied

Key to Footnote References

The footnotes throughout this course contain abbreviated references to teacher resource guides in the ministry's "Think Literacy Library", available on the ministry website, at **www.edu.gov.on.ca**. The guides are identified as follows:

- TLCC 7-12 refers to the main guide, *Think Literacy: Cross-Curricular Approaches, Grades 7–12.*
- TLE 7-9 and TLE 10-12 refer to the subject-specific guides for Language/English, Grades 7–9, and English, Grades 10–12.
- Other subject-specific guides are identified by the initials "TL", followed by the name of the subject (e.g., Computer Integration; Library Research; Media; Technological Education) and the grades the resource guide covers (e.g., TL Computer Integration 7-12).

ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of this course, students will:

Purpose

1.1 identify the purpose of several different listening tasks and set goals for specific tasks *(e.g., listen to an oral presentation to determine the main ideas and relevant supporting details; understand others' points of view during a conversation;[1] identify and understand two sides of a news story about an Aboriginal issue or event)*

Teacher prompt: "Why is it important to have a focus for listening? How does your focus change in different situations, such as listening to music versus participating in a conversation?"

Using Active Listening Strategies

1.2 identify and use several different active listening strategies when participating in a variety of classroom interactions *(e.g., ask clarifying questions during a guest speaker's presentation, when appropriate; acknowledge others' ideas using appropriate body language and facial expressions[2])*

Teacher prompts: "What questions come to mind when you listen to the speaker? At what point would you ask them?" "In what ways can you use body language to encourage a person to continue speaking?"

Using Listening Comprehension Strategies

1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts *(e.g., prepare a note-taking template before listening to a guest speaker; make notes to identify main ideas while listening; summarize an oral text for a partner after listening[3])*

Teacher prompt: "How can you prepare to listen to an oral text so that you will understand the text better? How might your preparation be different when you are preparing to listen to exam instructions than when you are preparing to listen to a dramatic reading? Why would your preparation be different?"

Demonstrating Understanding of Content

1.4 identify the important information and ideas in both simple and complex oral texts in several different ways *(e.g., tell the class about the main ideas in a partner's reflections after a Think/Pair/Share;[4] use a poster or map to represent the important ideas in an oral text; use a graphic organizer to summarize the contents of a podcast[5])*

Teacher prompts: "What is the purpose of the podcast? How and when is the main idea introduced?" "Which graphic organizer is the most effective to use when summarizing the guest speaker's presentation? Why?"

1. TLCC 7-12 "Group Roles" 158 and "Discussion Etiquette" 176 2. TLCC 7-12 "Discussion Etiquette" 176 3. TLCC 7-12 "Timed Retell" 156 4. TLCC 7-12 "Think/Pair/Share" 152 5. TLCC 7-12 "Most/Least Important Ideas and Information" 44

Interpreting Texts

1.5 develop and explain interpretations of both simple and complex oral texts, using evidence from the text and the oral and visual cues used in it to support their interpretations *(e.g., listen to songs from a movie soundtrack and explain their interpretations of a major theme in it to the class; listen to the dialogue in a radio commercial to identify the product, setting, and main idea)*

Teacher prompt: "What messages did you get from the speaker's tone of voice, body language, and facial expressions?"[6]

Extending Understanding of Texts

1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., discuss their memories of a recent news item in a small group and then review the story online to check the accuracy of their memories; compare the ideas in an oral text to those found in a book, film, or song on the same topic;[7] after listening to a movie review, discuss similarities or differences between the reviewer's opinion and their own opinions[8])*

Teacher prompts: "Which adaptation of the story do you prefer? Why?" "Which article on the topic is most helpful for your purposes?" "Which news article captures the game just as you experienced it? What is missing from the others?"

Analysing Texts

1.7 analyse both simple and complex oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response *(e.g., compare the tone and the ideas emphasized in speeches by opposing candidates in student council elections and suggest how each approach would influence an audience; identify the techniques that are used in a general assembly to engage students, and explain which ones are most effective and why; compare the techniques used in various online audio clips to entertain the audience[9])*

Teacher prompt: "Why did the social convenor candidate choose that music to introduce his/her speech? How did the audience react when the music started again? Why?"

Critical Literacy

1.8 identify the perspectives and/or biases evident in both simple and complex oral texts and comment on any questions they may raise about beliefs, values, identity, and power *(e.g., listen for generalizations about groups of people in historic political speeches; do a mock interview with a character from a story to determine how his/her background has influenced his/her behaviour and attitudes;[10] identify which words or phrases in a news broadcast signal generalizations or stereotypes about race, gender, culture, ability, or age)*

Teacher prompts: "What values presented by the speaker are stated outright? What values are implied?" "Can you trust the speaker to be a reliable narrator? How can you tell?"

Understanding Presentation Strategies

1.9 explain how several different presentation strategies are used in oral texts to inform, persuade, or entertain *(e.g., assess how an actor changes his/her voice to convey different characters in a segment of a novel on audio tape; examine the use of sound effects in a one-act play to determine how they help the listener interpret the story)*

Teacher prompt: "At what point in the storytelling did you notice a change in pace? Why do you think the reader made that choice? What effect does it have on the listener?"

2. Speaking to Communicate

By the end of this course, students will:

Purpose

2.1 communicate orally for several different purposes, using language suitable for the intended audience *(e.g., request funding for a field trip from the principal;[11] make a commercial for the local radio station to promote a school function;[12] recite an entertaining poem to the class; participate in a small-group discussion about a current issue[13])*

Teacher prompt: "What should you say to the principal first? What would be the most effective argument for why she should support the field trip? How would you word it?"

6. TL Library Research 7-12 "Planning for an Oral Presentation" 32 7. TLCC 7-12 "Jigsaw" 170 8. TLCC 7-12 "Place Mat" 162
9. TL Media 7-10 "Examining Multiple Perspectives of an Advertisement" 22 10. TL ESL/ELD Part II "Hot Seat" 14 11. TLCC 7-12 "Determining Key Ideas" 166 12. TL Media 7-10 "Producing a Public Service Announcement" 18 and TLCC 7-12 "Effective Presentation Skills" 196 13. TLCC 7-12 "Discussion Etiquette" 178 and "Jigsaw" 170

Interpersonal Speaking Strategies

2.2 demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences *(e.g., use phrases such as "In my opinion…", "I believe…", "I think…", to soften their opinion during small-group and class discussions;[14] respond receptively to suggestions in a student-teacher conference)*

Teacher prompts: "How can identifying your audience help you choose speaking strategies to use during your speech?" "If your teacher says something about your work during a private conference and you disagree, what are some effective ways to respond?"

Clarity and Coherence

2.3 communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience *(e.g., determine the most effective means of organizing a presentation: chronological, least important to most important, comparative; prepare a presentation that outlines a procedure)*

Teacher prompt: "Which organizational structure did you use to plan your speech? How might you reorganize it for a younger audience?"

Diction and Devices

2.4 use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience *(e.g., describe special school programs to members of the community; role-play advising a younger sibling on how to handle a problem with a friend; use literary terminology in a book club discussion[15])*

Teacher prompt: "What words and phrases that we use in class every day are 'specialized terminology'? How can we help newcomers and visitors to understand them?"

Vocal Strategies

2.5 identify several different vocal strategies and use them selectively and with sensitivity to audience needs *(e.g., use changes in voice to read different characters' lines in a scene from a multicultural play; adjust the pace of speaking for effect and to hold the audience's attention in a readers' theatre presentation;[16] use variations in volume and tone to create mood while making a speech)*

Teacher prompts: "Why would the character choose to raise his voice at this point in the story?" "What vocal effects should we practise to communicate the ideas in the narration?" "How does trying to create the voice of the character help you to understand the character better?"

Non-Verbal Cues

2.6 identify several different non-verbal cues and use them, with sensitivity to audience needs, to help convey their meaning *(e.g., capture the essence of a story from a non-Western culture in tableaux; use facial expressions to capture the emotions of a rap poem or song during a class presentation; practise eye contact to reflect the difference between interaction with a friend and interaction with a stranger[17])*

Teacher prompt: "What does the character's physical position suggest about how she feels? What do the visual cues, such as body position, facial expressions, and the use of space tell you about the relationships represented in the tableaux? How can we use this information to help us become better communicators?"

Audio-Visual Aids

2.7 use several different audio-visual aids to support and enhance oral presentations *(e.g., use sound effects to enhance a presentation; use artefacts to illustrate ideas; use a story map when telling a story to a small group)*

Teacher prompt: "How did the use of a specific visual aid help you organize and present the information and ideas you gathered?"

14. TLCC 7-12 "Discussion Etiquette" 178 15. TL Library Research 7-12 "Planning for an Oral Presentation" 32 16. TLCC 7-12 "Effective Presentation Skills" 196 17. TLCC 7-12 "Effective Presentation Skills" 196

3. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

3.1 describe several different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills *(e.g., compare the effectiveness of several listening comprehension strategies they used; identify audience cues that prompt them to adapt their presentation strategies, such as pacing, tone, and volume, during the presentation)*

Teacher prompts: "What questions do you ask yourself to check whether you understand what is being said? How effective are they? What other strategies could you use?" "What strategies do you use to help your audience understand what you are saying? How can you tell if they do not understand? What do you do then?"

Interconnected Skills

3.2 identify several of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills *(e.g., explain how viewing various media texts helps them create culturally sensitive presentations; explain how writing an outline for an oral presentation makes the presentation more effective)*

Teacher prompts: "How does reading a variety of types of poetry affect the way you listen to song lyrics?" "How does previewing a text prepare you for a read-aloud?"

READING AND LITERATURE STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Reading for Meaning:** read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;
2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Variety of Texts

1.1 read several different short, contemporary, student- and teacher-selected texts from diverse cultures, identifying specific purposes for reading *(e.g., identify information from a recycling brochure or from the website of an environmental organization to use in an assignment about protecting the environment; identify their most favourite and least favourite characters or scenes from a short story for a double-entry journal response; read the* Official Driver's Handbook *in preparation for the driver's licence test; summarize information from online sources about options for completing their community involvement hours; note the text forms and features used in various charts and tables[1])*

Teacher prompts: "Now that you've read a variety of texts, who would you pick as your favourite author(s)?" "What websites do you go to regularly? What parts of your favourite website do you read regularly?" "When do you do most of your reading?"

Using Reading Comprehension Strategies

1.2 use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts *(e.g., skim and scan, noting bold or highlighted words to gain an overview of key topics or ideas;[2] make predictions about characters' actions before starting a new chapter; reread words and sentences to check the accuracy of their reading; use a graphic organizer to summarize a short story[3])*

Teacher prompts: "When is it useful to skim?" "Why is scanning useful for doing research?" "Did your prediction about the character's decision turn out to be right? If not, what did you learn about the character? What did you learn about making predictions?"

Demonstrating Understanding of Content

1.3 identify the important ideas and supporting details in both simple and complex texts *(e.g., imagine and describe a photograph that captures the main idea in a newspaper article; use a web organizer to record details about a character; describe a favourite team's success during the past season to a peer after tracking the team's performance using sports statistics; explain the key ideas in a graphic text to a partner)*

Teacher prompt: "Which of these details are most helpful for understanding this character? Which are most helpful for imagining what the character looks like?"

Making Inferences

1.4 make and explain inferences about both simple and complex texts, supporting their explanations with stated and implied ideas from the texts *(e.g., use evidence from the front cover or advertisements of two magazines to identify the magazines' target audience; infer the values of a character*

1. TL Technological Education 9-12 "Reading Graphical and Informational Texts" 14-20 2. TLCC 7-12 "Skimming and Scanning to Preview Text" 32, and TLE 7-9 "Making Notes" 22 3. TLE 7-9 "Making Notes" 22

based on words and actions; make inferences about the nature of a job and/or the type of employee preferred from information in a "help wanted" advertisement[4]*)*

Teacher prompt: "What can we infer about the salary for this job from the phrase 'Entry-level position'?"

Extending Understanding of Texts

1.5 extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them *(e.g., relate the information in a brochure about nutrition to their own food choices; identify information about a topic in a class text that is not provided in a media text on the same topic, or vice versa; create a concrete poem or a found poem about a theme treated by a favourite author)*

Teacher prompts: "How has this information changed your view of the issue? Do other texts you have read confirm or contradict this information?" "What do the details in the news article about a water shortage in another part of the world tell you about how a water shortage would affect your local community?" "Which of these characters would you be most likely to choose as a friend? Why?"

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements *(e.g., explain how the visuals in a magazine article draw attention to the main ideas in the article; compare elements that are used to help convey key ideas in a history textbook and those used in a science textbook, and suggest reasons for the differences)*

Teacher prompt: "How does the inclusion of a map increase your understanding of the text?"

Evaluating Texts

1.7 evaluate the effectiveness of both simple and complex texts, using evidence from the text to support their opinions *(e.g., determine which source gives a more reliable depiction of a movie they have seen – a movie review or the lead actor's description in an interview – and explain why; compare the owner's manuals for two similar software packages and explain why they prefer one manual over the other)*

Teacher prompt: "Evaluate a review of a movie you have seen. Does the review represent the movie accurately? In what ways does it misrepresent it? Do any of the reviewer's opinions about the movie seem unfounded? Are they supported by evidence from the movie?"

Critical Literacy

1.8 identify perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, identity, and power *(e.g., describe how the portrayal of a group by a non–group member differs from a portrayal by a member of the group; compare articles from a mainstream newspaper and an Aboriginal newspaper on a particular Aboriginal issue or event)*

Teacher prompt: "In what way are [*members of a particular group*] represented in this text? Are they associated with any particular lifestyle or occupation? Are they presented as one-dimensional or complex in their speech and actions?"

2. Understanding Form and Style

By the end of this course, students will:

Text Forms

2.1 identify several different characteristics of informational, literary, and graphic text forms and explain how they help communicate meaning *(e.g., a "Frequently Asked Questions" [FAQ] section in an information pamphlet helps highlight the information that is of greatest interest to readers; captions and speech bubbles in a graphic novel or comic book help explain the pictures; dialogue in a novel gives concrete expression to character traits and conflicts; a refrain in a poem focuses the reader's attention on a key idea)*

Teacher prompts: "What would this picture tell you by itself, without the caption? How does the addition of the caption clarify the story?" "Why do you think this information is presented in a chart rather than a descriptive paragraph?"

Text Features

2.2 identify several different text features and explain how they help communicate meaning *(e.g., font changes are used to indicate emphasis; maps are used to clarify news reports about events in other parts of the world)*

Teacher prompts: "What do the headings in a textbook tell you about the different categories of information found in the text?" "Why are the frames and buttons on a web page necessary?"

4. TLE 7-9 "Reading Between the Lines – It Says–I Say–And So" 2

Elements of Style

2.3 identify several different elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the text *(e.g., rhymes in a song or poem can add interest and an element of surprise; repetition can be used to highlight the theme, and rhyme and repetition together can help make lyrics "catchy" and memorable; very short sentences can add drama and/or emphasis to a text; an extended metaphor in a poem provides the reader with a familiar concrete image that helps clarify an abstract idea or a complex emotion)*

Teacher prompt: "What effect does the author achieve by using a lot of very short sentences?"

3. Reading With Fluency

By the end of this course, students will:

Reading Familiar Words

3.1 automatically understand most words in several different reading contexts *(e.g., words from grade-level texts; words used in personal and peer compositions; terminology in workplace documents and driver's manuals)*

Teacher prompts: "How does your reading rate change when you read different kinds of texts – for example, an instruction manual that contains familiar terms versus a novel about a subject that's new to you?" "How does previewing a word list before you begin to read help you to understand the text?"

Reading Unfamiliar Words

3.2 use appropriate decoding strategies to read and understand unfamiliar words *(e.g., use print and electronic dictionaries; note similarities of spelling between unfamiliar words and known words; infer a word meaning from the overall sense of a sentence)*

Teacher prompt: "How does rereading the other words in the sentence help you to get at the meaning of a word?"

Developing Vocabulary

3.3 identify and use several different strategies to expand vocabulary *(e.g., keep vocabulary lists that distinguish between formal and informal or slang words, idioms, euphemisms, acronyms, academic language, and technical terminology; use a dictionary to review the etymology of an unfamiliar word)*

Teacher prompt: "How does your interest in [*a favourite TV program/type of music/blog*] influence your use of language?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe several different strategies they used before, during, and after reading; explain which ones they found most helpful; and identify specific steps they can take to improve as readers *(e.g., identify strategies they use regularly and automatically and strategies they seldom use; identify a reading situation in which a seldom-used strategy might be helpful)*

Teacher prompts: "When you read a newspaper, what strategy do you use to find the stories you are interested in?" "How did conferring with a peer extend your understanding of what you read?" "What type of graphic organizer could you use to summarize a text?"

Interconnected Skills

4.2 identify several of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively *(e.g., describe in a journal entry or to a peer how they used writing or representing skills to enhance their understanding of a text)*

Teacher prompts: "How does creating online texts help you read electronic texts?" "How does creating a book jacket or a movie poster for a novel clarify your interpretation of the text?"

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of this course, students will:

Identifying Topic, Purpose, and Audience

1.1 identify the topic, purpose, and audience for several different types of writing tasks *(e.g., a dialogue demonstrating the conflict between two characters to be acted out in class; a series of instructions for making or doing something for fellow students; a letter about a topic of local interest/concern for a community newspaper; an article for the school newspaper on a cultural event such as National Aboriginal Solidarity Day)*

Teacher prompts: "What if your audience doesn't agree with you? Is your purpose to make them change their mind, or simply to explain or defend your opinion?" "What questions could you ask that would help you identify the topic, purpose, and audience for your writing?"

Generating and Developing Ideas

1.2 generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate *(e.g., identify key words and electronic search terms to narrow a search about a topic; brainstorm to connect possible topics to likely sources of information;[1] create and rank focusing questions for a topic, individually and in small groups; use a K-W-L chart to identify subtopics for further exploration; search an electronic library catalogue for information and ideas; discuss or debate ideas with a partner to identify possible new angles on a topic)*

Teacher prompt: "What aspects of the topic do you find most relevant to your purpose for writing?"

Research

1.3 locate and select information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate *(e.g., create a research plan and track their progress using a print template; identify several types of sources – such as newspaper articles, multimedia resources, and diverse community resources – that are most likely to provide relevant information for the assignment; use key word searches and other browsing strategies to locate a variety of relevant information from periodicals and e-books in online databases; record all sources of information in a list of works cited or references, observing conventions for proper documentation and full acknowledgement of sources, in recognition of the need to credit original authors and promote academic honesty; use a template to evaluate sources and information for reliability, currency, and relevance to the topic; use criteria developed in small groups to select appropriate information; use index cards to record sources of information, and graphic organizers to summarize information)*

1. TL Library Research 7-12 "Generating Ideas: Setting the Context" 8

Teacher prompts: "How might you use Internet websites and online databases to facilitate your research?" "How do you decide what to use, when you have too much information?" "Why do you think your research is important to you and your audience?"

Organizing Ideas

1.4 identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and the purpose for writing *(e.g., in small groups, use a storyboard to sequence information for a collaborative narrative; use a web or flowchart to organize information for a report on a famous disaster;[2] create a pie chart or bar graph to represent information from a survey in preparation for writing a report)*

Teacher prompt: "Which ideas are most important to you? What additional details support your ideas? Where could you add the supporting details – leading up to the main idea, or following it?"

Reviewing Content

1.5 determine whether the ideas and information gathered are relevant to the topic, sufficient for the purpose, and meet the requirements of the writing task *(e.g., share their research with a partner to identify omissions or unnecessary information; compare their list of sources with a teacher's guideline to check for adequate breadth and depth of coverage of the topic)*

Teacher prompt: "Have you recorded enough information to write effectively about your topic?"

2. Using Knowledge of Form and Style

By the end of this course, students will:

Form

2.1 write for different purposes and audiences using several different informational, literary, and graphic forms *(e.g., a journal entry to explore a personal opinion about an issue; a letter to the editor expressing a personal opinion about an event; a children's story for a primary class)*

Teacher prompt: "What age group are you writing your children's story for? How long should a story be for children of that age? Should it have more pictures than text, or a balance of pictures and text, or more text than pictures?"

Voice

2.2 establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing *(e.g., use a humorous tone to describe an embarrassing moment; use a formal tone to write a letter requesting information about something from an organization or a company; use an intimate, thoughtful tone in a journal entry about a personal choice)*

Teacher prompts: "Why would you use humour in a narrative about a personal experience but not in a news report?" "How does the language that you use reveal something about you?"

Diction

2.3 use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear and vivid for their intended audience *(e.g., visualize the setting for a story they plan to write and develop a list of words and phrases they can use to help the reader "see" it clearly; brainstorm a list of synonyms for key words that describe the mood they want to convey in a poem)*

Teacher prompt: "What words come to mind as you visualize the setting? Jot them down. What other words can you think of that might convey the same idea? Are some of them more striking than the words you thought of first?"

Sentence Craft and Fluency

2.4 write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length to suit different purposes and making logical transitions between ideas *(e.g., use some linking words and phrases and different types of clauses to combine sentences and ideas)*

Teacher prompt: "Can you combine these two sentences to improve the flow of your writing? Where do you need a connecting word or idea?"

Critical Literacy

2.5 explain how their own beliefs, values, and experiences are revealed in their writing *(e.g., identify words and phrases in their writing that signal their own positive or negative attitude towards an idea, event, or issue; explain who or what influenced their thinking in an opinion piece)*

Teacher prompts: "If you have not stated your own attitude openly, what clues have you included to help the reader discover what you think?" "What particular ideas

2. TLE 10-12 "Writing a Series of Paragraphs" 42

in your text have come from your own experience?" "Should you acknowledge and try to answer a possible counter-argument in your conclusion?"

Revision

2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies *(e.g., change the order of sentences for a more logical development of the argument; use a checklist to ensure that all the important information is included in a poster advertising an event; identify a weak or inappropriate image in their poem and substitute a stronger or more appropriate image; identify and replace overused words and trite expressions[3])*

Teacher prompts: "Do you have your ideas in the best order?" "Have you included the necessary information about the date, time, and place of the concert? Is there any other factual information you should include?"

Producing Drafts

2.7 produce revised drafts of both simple and complex texts written to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

Teacher prompt: "Refer to your checklist as you prepare your final draft. Have you followed all the instructions for writing up the interview?"

3. Applying Knowledge of Conventions

By the end of this course, students will:

Spelling

3.1 use knowledge of spelling rules and patterns, several different types of resources, and appropriate strategies to spell familiar and new words correctly *(e.g., use word walls and reference lists to check spelling;[4] use knowledge of root words, prefixes, and suffixes to spell longer words;[5] use understanding of sound-symbol relationships, word structures, word meanings, and generalizations about spelling to identify and correct misspellings[6])*

Teacher prompt: "Which word would you add to the word wall? Are you adding it because of its difficulty or because of its usefulness?"

Vocabulary

3.2 build vocabulary for writing by confirming word meaning(s) and reviewing word choice, using several different types of resources and strategies, as appropriate for the purpose *(e.g., refer to classroom word walls;[7] confirm or adjust meaning by relating words to their context; check word choice by locating entry words, pronunciation keys, prefixes, and information about word origins in online and print dictionaries, including thematic dictionaries such as a science dictionary or a dictionary of synonyms, antonyms, and homonyms;[8] use bilingual or first-language dictionaries to find new words to express an idea[9])*

Teacher prompt: "What resources would you check in order to find a word that is more suitable? How can you be sure of the word's meaning?"

Punctuation

3.3 use punctuation correctly to communicate their intended meaning *(e.g., use commas to separate introductory phrases from the main part of a sentence and to separate words, phrases, and clauses in a series; use appropriate punctuation to indicate abbreviations and acronyms)*

Teacher prompt: "How do we indicate that this is a short form?"

Grammar

3.4 use grammar conventions correctly to communicate their intended meaning clearly *(e.g., write complete and correct simple, compound, complex, and compound-complex sentences;[10] consistently make verbs agree with subjects, and pronouns agree with antecedents)*

Teacher prompt: "Can you combine those two simple sentences to express the idea more effectively?"

Proofreading

3.5 proofread and correct their writing, using guidelines developed with the teacher and peers *(e.g., use a highlighter to identify questionable words or phrases that need to be checked for correct usage;[11] review drafts using an editing checklist specific to the writing task)*

Teacher prompt: "When you read through your paragraph, what weak spots do you notice? What spelling should you check?"

3. TLCC 7-12 "Revising and Editing: Asking Questions to Revise Writing" 128 4. TLCC 7-12 "Creating a Word Wall" 30 5. TLE 7-9 "Sample Roots and Prefixes" 54 6. TLE 7-9 "Spelling Strategies Inventory" 51 7. TLCC 7-12 "Creating a Word Wall" 30
8. TLE 7-9 "Sample Roots and Prefixes" 54 9. TLCC 7-12 "Using Context to Find Meaning" 38 10. TLE 10-12 "Sentence Starters" 48
11. TLE 7-9 "Writing with Precision" 46

Publishing

3.6 use several different presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to engage their audience *(e.g., select appropriate visuals, graphics, and typefaces for an advertisement; format a letter to the editor of a newspaper; create a new book cover for a text)*

Teacher prompts: "What should your letter look like, in order to create a good impression?" "How does changing the font size make the book jacket more 'reader friendly'?"

Producing Finished Works

3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)*

Teacher prompt: "Did you find an organizational pattern for your opinion piece that allowed you to include most of the information from your brainstorming?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe several different strategies they used before, during, and after writing; explain which ones they found most helpful; and identify several specific steps they can take to improve as writers *(e.g., compare the process used in different types of writing and discuss which they found easier and why; share what they have learned about one form of writing that they could transfer to another form)*

Teacher prompts: "What similarities did you notice between the process of writing a narrative and the process of writing a news story?" "What type of feedback did you find most helpful?" "Identify a specific area of weakness in your writing and suggest how you could improve your skills in this area."

Interconnected Skills

4.2 identify several different skills they have in listening, speaking, reading, viewing, and representing and explain how the skills help them write more effectively *(e.g., explain how talking through their thinking on a topic with a partner or in a small group has helped them organize their ideas for writing)*

Teacher prompt: "Can thinking 'on your feet' as you explain something to another person help you distinguish between more important and less important ideas?"

Portfolio

4.3 select several examples of different types of writing that they think most clearly reflect their growth and competence as writers and explain the reasons for their choice *(e.g., identify work that tested their writing skills in new ways and explain how they successfully met the challenge)*

Teacher prompts: "How did you determine what was your best work?" "What piece are you most proud of? Why?"

MEDIA STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
2. **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of this course, students will:

Purpose and Audience

1.1 explain how both simple and complex media texts are created to suit particular purposes and audiences *(e.g., a public service announcement on television may combine informational text, a voice-over narrative, and serious background music to convey a message of social concern; country-and-western music videos use outdoor settings and characters dressed in western gear to reinforce their themes; martial arts films use quick cuts and special effects to emphasize the speed and athleticism of the action and to satisfy their target audience's expectations[1])*

Teacher prompt: "Why do soft-drink ads on television often feature young people engaged in energetic activities?"

Interpreting Messages

1.2 interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey *(e.g., a cell phone commercial implies a connection between owning the phone and social success; an action-adventure film implies a connection between athleticism/physical stamina and heroism)*

Teacher prompt: "What assumptions might visitors from Mars make about humans based on a viewing of North American prime-time TV shows?"

Evaluating Texts

1.3 evaluate how effectively information, ideas, issues, and opinions are communicated in both simple and complex media texts and decide whether the texts achieve their intended purpose *(e.g., determine which of two competing firms' advertisements for a similar product is more persuasive, and explain why;[2] assess the importance of a catchy jingle or a memorable mascot to the success of a television commercial)*

Teacher prompt: "Have you ever seen a TV commercial where the sound was more important than the picture for communicating key ideas about a product? Was it effective? Why or why not?"

Audience Responses

1.4 identify and explain different audience responses to selected media texts *(e.g., parents' versus teens' reactions to a running-shoe ad featuring a sports star;[3] male versus female responses to a historical "costume drama" movie)*

Teacher prompt: "How might people from different cultural backgrounds respond to a TV documentary about Canadian history?"

1. TL Media 7-10 "Exploring the Key Concepts of Media Literacy" 2 2. TL Media 7-10 "Evaluating the Effectiveness of Media Messages" 28 3. TL Media 7-10 "Examining Multiple Perspectives of an Advertisement" 22

Critical Literacy

1.5 identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, identity, and power *(e.g., identify beliefs or values revealed in examples of graffiti; explain how the cover of a magazine might be changed to attract a wider audience of readers;[4] identify examples in media texts of Aboriginal images that have become stereotyped)*

Teacher prompts: "What social or economic perspectives are rarely represented in graffiti?" "What implied messages about body image are predominant in mainstream men's or women's magazines? About sexual orientation? About lifestyle?" "Whose beliefs are represented in this podcast/radio broadcast?" "Which characters have power in this video game? What kind of power do they have? To whom would this type of power appeal?"

Production Perspectives

1.6 explain how several different production, marketing, and distribution factors influence the media industry *(e.g., explain why books are reissued to tie in with film releases; explain why some artists allow their music to be downloaded from the Internet for free)*

Teacher prompt: "What are the pros and cons of downloading music from the Internet? How does the prevalence of downloading influence the production, distribution, and pricing of music CDs?"

2. Understanding Media Forms, Conventions, and Techniques

By the end of this course, students will:

Form

2.1 identify some general characteristics of several different media forms and explain how they shape content and create meaning *(e.g., tabloids use negative images of celebrities to sell copies, whereas advertisements use positive images of celebrities to sell a product;[5] "talk radio" programs rely on phone-in questions to generate content, whereas on morning news radio programs the newscaster reads a prepared script conveying information)*

Teacher prompt: "Why does a hamburger look different in an amateur photograph than in an advertisement?"

Conventions and Techniques

2.2 identify several different conventions and/or techniques used in familiar media forms and explain how they convey meaning and influence their audience *(e.g., feature articles in a community newspaper reinforce readers' awareness of the local businesses represented in the ads; the order of stories in a news broadcast indicates the relative importance of each story; emoticons in text messaging convey the type of information communicated by body language, facial expression, and tone of voice in live conversation[6])*

Teacher prompt: "Why is a subscription card usually inserted somewhere in a magazine?"

3. Creating Media Texts

By the end of this course, students will:

Purpose and Audience

3.1 describe the topic, purpose, and audience for media texts they plan to create, and identify specific challenges they may face in achieving their purpose *(e.g., a collage or a cartoon strip to communicate a health message to teens; two book covers for the same novel, one for the teen market and one for the adult market, with the rationale for each design)*

Teacher prompt: "Why might it be difficult to design a text that strongly appeals to teenagers but is also of interest to their parents?"

Form

3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice *(e.g., explain why a computer presentation with a musical soundtrack would be the best way to present their interpretation of a poem to the class; explain why a series of stamps would be an appropriate way to celebrate people who have made significant contributions to Canada[7])*

Teacher prompts: "What forms might you choose to express your allegiance to a sports team or your membership in a social group?" "Why did you choose a cartoon strip rather than a collage to communicate the health message to your peers?"

4. TL Media 7-10 "Examining Multiple Perspectives of an Advertisement" 22 5. TL Media 7-10 "Reading Between the Lines (Predictions)" 10 6. TL Media 7-10 "Exploring the Key Concepts of Media Literacy" 2 7. TL Media 7-10 "Producing a Public Service Announcement" 18

Conventions and Techniques

3.3 identify several different conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate meaning *(e.g., brochure conventions/techniques: a list of frequently asked questions [FAQs]; contact details for related resource persons and organizations)*

Teacher prompt: "What are some conventions used to create suspense in a ghost story told by a campfire? What conventions and techniques might be used to create suspense in a short film version of the same story?"

Producing Media Texts

3.4 produce media texts for several different purposes and audiences, using appropriate forms, conventions, and techniques *(e.g., a brochure for students outlining how to be successful on the Ontario Secondary School Literacy Test [OSSLT])*

Teacher prompts: "How would you design and illustrate the cover of a program for the school play?" "What techniques would you use to promote and generate interest in a school charity event on the morning announcements?"

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe several different strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify several specific steps they can take to improve as media interpreters and producers *(e.g., explain how the ability to identify various kinds of stereotypes in ads – of families, teenagers, Aboriginal people, religious groups – helped them to create their own ads without stereotypes)*

Teacher prompt: "Which viewing strategies helped you to identify the filmmaker's main message in the documentary film? Why were these strategies effective?"

Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts *(e.g., the ability to write up a procedure can help them organize and present information clearly in a public service announcement)*

Teacher prompt: "How would listening skills help you in producing an oral history film documentary?"

OPTIONAL COURSES

Literacy Skills: Reading and Writing, Grade 10

Open **ELS2O**

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.

Prerequisite: English, Grade 9, Academic or Applied, or a Grade 9 English LDCC (locally developed compulsory credit) course

READING SKILLS

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Reading for Meaning:** read and demonstrate an understanding of a variety of contemporary literary, informational, and graphic texts, using a range of strategies to construct meaning;
2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate an understanding of how they help communicate meaning;
3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
4. **Reflecting on Reading Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Variety of Texts

1.1 read a variety of self-selected and teacher-assigned literary, graphic, and informational texts representing a variety of cultures and perspectives *(e.g.,* literary: *short stories, multicultural poetry, song lyrics, narratives, Aboriginal stories;* graphic: *graphic novels, comic books, student agendas, cellphone bills;* informational: *newspaper and magazine articles, pamphlets, brochures, flyers, owner's manuals)*

Teacher prompts: "What have you been reading this week? Record this in your reading log." "What types of texts do you enjoy reading?"

Reading for Different Purposes

1.2 identify a variety of purposes for reading texts commonly used in everyday life *(e.g., a magazine article, to gather information on a topic; the telephone book, to locate a local business; a map, to locate different local attractions; a cover letter, to use as a model for writing a similar type of letter)*

Teacher prompts: "Why would you read a review of a new CD or video game?" "What different reasons might a custodian, a supervisor, and a lawyer have for reading a memo from their company's management?"

Using Reading Comprehension Strategies

1.3 identify and use appropriate reading comprehension strategies before, during, and after reading to understand teacher-assigned and self-selected texts *(e.g., preview text to make predictions about the content; skim for main ideas and scan for specific words; highlight or make margin notes to interact with the text; reread sections to clarify meaning and check understanding)*

Teacher prompts: "When you come to a section you do not understand, what options do you have?" "How can personal knowledge and prior experience help you make sense of this text?" "What can you learn by reading over your highlighted areas and margin notes?"

Demonstrating Understanding of Content

1.4 identify and record important ideas and supporting details in literary, graphic, and informational texts *(e.g., use highlighting or sticky notes to identify the main ideas in a magazine article; create bookmarks to track character development in a novel; use a chart to track the nutritional information on food labels)*

Teacher prompt: "What main ideas would you include in a five-sentence summary of this article?"

Interpreting Texts

1.5 interpret texts, identifying and explaining the overt and implied ideas and information they convey *(e.g., chart explicit information about a character in a short story; differentiate between*

fact and opinion in a magazine article or report; explain what details in the biography of a celebrity led them to like or admire the person)

Teacher prompts: "What conclusions does this information lead you to?" "What does the ending tell you about the character that you weren't expecting?"

Extending Understanding of Texts

1.6 extend understanding of texts by connecting and comparing the ideas in them to their own knowledge, experience, and insights; to other texts; and to the world around them *(e.g., compare their own preferences for particular authors, genres, and topics with those of peers and suggest some reasons for the similarities and differences; in a small group, explain how their personal values and perspectives influence their responses to and interpretations of texts; compare various print and online resources to determine how different authors treat the same topic)*

Teacher prompts: "What other texts have you read on this topic?" "Can you think of a real-life parallel to the events in this story?"

Analysing Texts

1.7 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements *(e.g., explain how the conflict encountered by the main character in a short play contributes to the theme of the play; explain the use of buzz words, slogans, and incomplete comparisons in various print and online advertisements; identify descriptive words, actions, and dialogue that helped them get a clear picture of the characters in a short story and explain why; identify the elements that helped them understand an explanation in a science, geography, or business text)*

Teacher prompt: "Do the text and visual elements in an advertisement communicate similar or different aspects of the advertiser's message? Could the visual elements stand alone? Could the text stand alone?"

Evaluating Texts

1.8 evaluate the effectiveness of texts using evidence taken from the text to support the evaluation *(e.g., explain why a newspaper report does or does not help them understand a local community issue)*

Teacher prompts: "Are the visuals in the trouble-shooting guide clear and easy to follow? Do they work well with the text?" "Are the facts in the opinion piece relevant to the author's main point?"

Critical Literacy

1.9 identify the perspectives and/or biases evident in texts and comment on any questions they may raise about beliefs, values, identity, and power *(e.g., identify the narrator's attitude towards his or her topic or characters and the language that conveys that attitude; identify perspectives that are missing from a story and suggest reasons for the omission)*

Teacher prompt: "Whose perspective is missing from the story? Are you able to infer what that perspective might be? What conclusions might you draw from this absence?"

2. Understanding Form and Style

By the end of this course, students will:

Text Forms

2.1 identify a variety of characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning *(e.g., the arrangement of elements on the front page of a newspaper; the positioning of ads in relation to the articles in a magazine; the use of setting and dialogue in a short story or novel; the use of stanza breaks and rhyme in a song or poem; the use of the 5 W's plus "How" in a news article; the use of chronological order in a biography or autobiography; the use of ascending or descending order of importance in a persuasive argument; the use of tables to convey information in a textbook)*

Teacher prompts: "What pattern of organization would seem most logical for a biography?" "What patterns do you see repeated in news reporting?"

Text Features

2.2 identify a variety of text features and explain how they help communicate meaning *(e.g., diagrams, charts, maps, and illustrations help to clarify ideas in informational texts; text boxes, bullets, and sidebars highlight or extend ideas in magazine articles and textbooks; changes in font size and weight help the reader locate information when skimming or scanning the text; italics are used to indicate titles of books and works of art; titles, subtitles, and graphics identify topics and clarify information in manuals)*

Teacher prompts: "What text features are most helpful in this brochure?" "How does the layout focus your attention on certain parts of the front page?" "Why is the table of contents an important element in a text?"

Elements of Style

2.3 identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the text *(e.g., identify descriptive language in an editorial and explain how it helps create a mood; identify connecting words and explain how they clarify the sequence in a set of instructions; explain how precise technical words strengthen the message in an article about health or safety; identify the explicit comparison being made in a simile and explain how it adds to meaning)*

Teacher prompts: "What are some concrete details the author used to create a vivid picture of the setting?" "How does a comparison to something familiar help the reader?"

3. Reading With Fluency

By the end of this course, students will:

Reading Familiar Words

3.1 read and automatically understand most words in a variety of reading contexts *(e.g., words from grade-level texts; words used in personal and peer writing; words used regularly in discussion and posted on word walls; words in shared, guided, and independent-reading texts; terminology and phrases used in school-related documents)*

Teacher prompt: "Which words have we been focusing on in our word wall?"

Reading Unfamiliar Words

3.2 predict and/or determine the meaning of unfamiliar words using different types of decoding strategies, including context cues, visual aids, and reference materials *(e.g., read ahead in the passage to find or deduce the meaning of an unfamiliar word or phrase; use root words, prefixes, and suffixes to determine the meaning of specialized vocabulary; use accompanying illustrations, diagrams, and charts to determine the meaning of unfamiliar words and phrases in a textbook; use print and electronic dictionaries, thesauri, and reference texts to clarify the meaning and pronunciation of antonyms, synonyms, homophones, homonyms, specialized language, and commonly confused words)*

Teacher prompts: "What options do you have when trying to read an unfamiliar word?" "What are some helpful strategies to use?"

Reading With Fluency

3.3 read aloud, with expression and confidence, a variety of teacher-assigned and self-selected texts, adjusting reading strategies and reading rate to match the form and purpose for reading *(e.g., use changes in intonation, dramatic pauses, and variations in pace to heighten suspense when reading a horror story; rehearse and read, "in role", a fictional character's monologue or a famous person's memorable speech; participate in choral reading with appropriate emphasis and reading rate)*

Teacher prompt: "Have you read this over to yourself first? Which words or phrases do you think you should emphasize?"

4. Reflecting on Reading Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 identify a variety of strategies they used before, during, and after reading; explain which ones they found most helpful; and identify steps they can take to improve as readers *(e.g., identify familiar and new strategies to revisit or explore in the future)*

Teacher prompts: "What strategy do you use if you do not understand the text?" "What do you do when you are confused by what you have read?" "How does preparing a list of questions to answer help you find information while you are reading?" "What strategies do you use to help you recall information?"

Interconnected Skills

4.2 explain how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read *(e.g., explain how seeing a video or TV demonstration of a procedure can help them follow instructions in a manual)*

Teacher prompts: "How could writing a summary of an opinion piece you have read help you understand the piece better?" "How does listening to someone else read help you become a better reader?" "How does a Think/Pair/Share help you understand written text?"

WRITING SKILLS

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflecting on Writing Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of this course, students will:

Identifying Topic, Purpose, and Audience

1.1 identify the topic, purpose, audience, and appropriate writing form for specific writing tasks *(e.g., a poster to promote a favourite musical artist to the class; a letter to the editor expressing a point of view about a current issue in the community; a study sheet summarizing the information on traffic signs in a driver's manual)*

Teacher prompts: "What is the purpose of your writing – to inform? to persuade? to entertain?" "What form will best suit your purpose? Why?" "Who is the intended audience for your writing? How will your target audience influence your writing?"

Generating and Developing Ideas

1.2 generate and focus ideas for potential writing tasks, using a variety of strategies and resources *(e.g., watch a short video clip related to a topic before reading a news article about the topic; in a small group, brainstorm and discuss possible approaches to a topic; identify key words to narrow a topic for an Internet search; use graphic organizers such as a fishbone diagram or T-chart to explore and connect ideas)*

Teacher prompts: "What approaches to this topic are possible?" "What ideas were emphasized in the video?"

Research

1.3 locate and select information to support ideas for writing, using a variety of strategies and print and electronic sources *(e.g., use an electronic catalogue in the library or an Internet search engine to locate information from textbooks, encyclopaedias, magazines, CD-ROMs, and websites; use highlighting, note making, paraphrasing, and summarizing to gather and record relevant information; record sources used and information gathered in a form that makes it easy to understand and retrieve)*

Teacher prompts: "What sources of information have you already used" "What key words are you using for your search?" "What information have you found so far?"

Classifying Ideas

1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and view their data from different perspectives *(e.g., use cue cards for each of the 5W's to classify information for a biography; use a graphic organizer to show relationships between and among different types of information on a topic; in a small group, use headings to group data collected from an online source)*

Teacher prompts: "What labels would you use for each of the parts of the graphic organizer?" "What connections can you see between different types of information in the graphic organizer?" "How might this organizer help you as you plan your writing?"

Organizing Ideas

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies and organizational patterns *(e.g., organize information by topic and subtopic using teacher-and-student-generated headings; use index cards to organize information from a documentary in chronological order; complete a Venn diagram to show similarities and differences between two cultural perspectives on a topic)*

Teacher prompts: "What organization seems most logical for this topic?" "What headings will you use?"

Reviewing Content

1.6 determine whether the ideas and information gathered are relevant to the topic and sufficient for the purpose, and do more planning and research if necessary *(e.g., assess the accuracy of information by comparing it with information from another source; use a graphic organizer to explain their material in a teacher conference, and ask for feedback to identify gaps; use a set of teacher-and-student-generated guiding questions to assess the breadth and depth of the information gathered)*

Teacher prompts: "How do you know when you have enough information?" "How current are the sources you consulted?" "Does the information you have provide a complete overview of the topic?" "What other sources could you use to expand your research?" "What information did you find that you did not use? Why?"

2. Using Knowledge of Form and Style

By the end of this course, students will:

Form

2.1 write texts of different lengths and for different purposes and audiences using a variety of forms *(e.g., a summary of a magazine article for a class report; a short narrative about a celebrity or superhero for the school magazine; a supported opinion piece presenting their point of view on a community or global issue for a class assignment)*

Teacher prompts: "What different forms could you choose for this celebrity profile?" "How does the purpose of your writing affect the choice of form?"

Voice

2.2 establish an identifiable voice in their writing, adapting language and tone to suit the form, audience, and purpose for writing *(e.g., use formal language in a short essay describing the theme of a graphic novel; use informal language and the first person in a letter to a friend; use colloquial language in an e-mail to a friend describing an incident at work)*

Teacher prompts: "Is the language appropriate to the topic and audience?" "Does your own personality come across in the writing? How?"

Word Choice

2.3 use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear, vivid, and engaging for the reader *(e.g., use a variety of adjectives and adverbs to create a detailed, specific impression; use concrete images to create a vivid picture of a setting; use inclusive, bias-free language to show respect for readers)*

Teacher prompts: "What is another way of saying this?" "How could we get across the same idea in a way that is respectful to all potential readers?"

Sentence Craft and Fluency

2.4 write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length to suit different purposes and making logical transitions between ideas *(e.g., vary the word order in sentences for emphasis and interest; use transition words to link paragraphs in a letter; combine sentences to eliminate wordiness and sharpen the focus)*

Teacher prompts: "Where do your sentences work together nicely?" "Would combining these sentences make your meaning clearer?"

Point of View

2.5 explain how their own beliefs, values, and experiences are revealed in their writing *(e.g., identify words and phrases in their writing that reveal their own mood or attitude; explain why they have included or omitted references to a particular point of view in their writing)*

Teacher prompts: "Have you used inclusive and non-discriminatory language in your writing?" "What do these short, sharp sentences tell us about your feelings on the subject?"

Preparing for Revision

2.6 identify the strengths of their writing and elements that need improvement, selectively using feedback from the teacher and peers, with a focus on teacher-specified criteria *(e.g., use feedback from a partner to identify missing ideas or details and unnecessary information; respond to teacher questioning to identify ideas that do not follow logically or that are awkwardly sequenced)*

Teacher prompts: "What aspects of your own writing do you consider successful?" "What areas of your writing did you identify as needing some improvement?"

Revision

2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of teacher-modelled strategies *(e.g., insert additional information and/or remove unnecessary words or phrases to clearly link ideas in a supported opinion piece or report; insert appropriate transition words to signal time changes in a report on a contemporary issue; add descriptive language to help the audience visualize a scene; complete a student-and-teacher-generated checklist to ensure that all assigned criteria have been met)*

Teacher prompts: "Does your writing include sufficient and accurate details to convey your intended meaning?" "What is missing, when we look over the report? What do you need to add in order to make it complete?"

3. Applying Knowledge of Conventions

By the end of this course, students will:

Spelling Familiar Words

3.1 use knowledge of spelling patterns and rules, a variety of resources, and appropriate strategies to spell familiar words correctly *(e.g., use knowledge of word patterns, word families, root words, prefixes, suffixes, and syllabication to check spelling; use a variety of spelling references, such as dictionaries and spell checkers, to flag possible errors; use spelling and abbreviation forms appropriate to different media and audiences, such as texting language)*

Teacher prompt: "How does knowing root words help you improve your spelling?"

Spelling Unfamiliar Words

3.2 use available print and electronic resources and a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling to spell unfamiliar words correctly *(e.g., recognize and look up specialized vocabulary, unfamiliar words, and words that deviate from regular spelling patterns; check an electronic dictionary and other online resources for the correct spelling of abbreviations and technical terms; highlight keywords to be checked to improve spelling accuracy)*

Teacher prompt: "Which words will you definitely need to check in a dictionary before handing this in?"

Vocabulary

3.3 build vocabulary for writing by confirming word meanings and reviewing word choice using a variety of resources and strategies, as appropriate for the purpose *(e.g., use peer- and self-assessment to confirm whether or not words look and sound right in the context; use bilingual or first-language dictionaries to confirm the meaning and correct usage of new vocabulary; use various print and online resources such as word walls, glossaries, technical dictionaries, and thesauri to check and refine word choices)*

Teacher prompts: "How do you know which form of the word to choose?" "How do you know the meaning of the word from the thesaurus?"

Punctuation

3.4 use punctuation correctly and appropriately to communicate their intended meaning *(e.g., use commas to separate items in a list; insert quotation marks to indicate dialogue or use of sourced materials; use semi-colons to separate two or more principal clauses in a sentence; use apostrophes to show possession or contraction; use colons to introduce a list; use appropriate end punctuation to express moods such as inquiry, surprise, hesitation)*

Teacher prompts: "Where do you need commas in this sentence?" "How do you show that this is someone speaking?"

Grammar

3.5 observe accepted grammar conventions, using parts of speech and word order correctly to communicate their meaning clearly *(e.g., make subjects agree with verbs, and pronouns agree with antecedents; use pronouns in the objective case after prepositions: "John gave it to him and me"; "To whom it may concern")*

Teacher prompt: "If your subject is plural, what is the matching plural form of the verb you have chosen to use?"

Proofreading

3.6 proofread and correct their writing using guidelines developed with peers and the teacher *(e.g., use student-and-teacher-generated questions to self-edit throughout the writing process; during a student-teacher conference, show evidence of multiple and continuous revision)*

Teacher prompt: "What errors did you catch when you read the piece aloud?"

Publishing

3.7 use a wide range of appropriate presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to engage their audience *(e.g., ensure that written information is legible and reasonably neat; word-process the final copy of a short narrative; add appropriate graphics such as charts, pie graphs, or tables to a report to expand on key ideas in the text; use appropriate fonts to indicate titles, headings, and subheadings)*

Teacher prompts: "What can you do to make the presentation of your work more attractive?" "How can you finish it to show how much effort you have put into this?"

Producing Finished Works

3.8 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations *(e.g., adequate development of information and ideas, logical organization, appropriateness of form and style, appropriate use of conventions)*

Teacher prompt: "Have you checked your work against the checklist outlining the requirements of the writing task?"

4. Reflecting on Writing Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe a variety of strategies they used before, during, and after writing; explain which ones they found most helpful; and identify specific steps they can take to improve as writers *(e.g., identify strategies that helped them improve their writing; identify skills that were particularly important for completing a specific writing project)*

Teacher prompts: "What form and style of writing do you prefer? Why?" "How do you decide what information is important and should be included in the final text?"

Interconnected Skills

4.2 identify skills they have in listening, speaking, reading, viewing, and representing and explain how the skills help them write more effectively *(e.g., explain how brainstorming and conferencing help them develop and structure their writing; explain how reading has familiarized them with a range of models to use in writing)*

Teacher prompt: "How does reading a variety of texts help you as a writer?"

Portfolio

4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice *(e.g., writing that meets teacher-identified criteria as well as personal criteria)*

Teacher prompts: "What piece of writing best reflects your current understanding of what makes a good research report?" "How do these pieces show your growth in understanding different cultures and perspectives?" "Why have you chosen this piece to revise and publish in an anthology?"

GLOSSARY

The following definitions and lists of examples are intended to help teachers and parents use this document. It should be noted that the examples provided are not meant to be exhaustive.

Aboriginal person. A person who is a descendant of the original inhabitants of North America. The Canadian Constitution (1982) recognizes three primary groups as Aboriginal peoples: Indians (First Nations), Inuit, and Métis.

academic essay. An essay written in a formal style for an academic audience.

academic language. The oral and written vocabulary, language patterns and structures, and grammatical forms appropriate for a formal essay, debate, or presentation. *See also* **specialized language, technical language.**

achievement levels. Brief descriptions of four different degrees of student achievement of the provincial curriculum expectations for any given grade. Level 3 is the "provincial standard". Parents of students achieving at level 3 in a particular grade can be confident that their children will be prepared for work at the next grade. Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard.

acronym. A pronounceable word formed from the first letter or letters in a phrase or name (e.g., CUPE for Canadian Union of Public Employees, radar for radio detecting and ranging).

alliteration. The deliberate repetition of sounds or syllables, especially initial consonants, for stylistic effect (e.g., *recreational reading* and *writing*).

allusion. A brief reference, explicit or implicit, to a place, person, or event. The reference may be historical, literary, religious, or mythological.

antonym. A word opposite in meaning to another word (e.g., *hot/cold*).

assonance. The deliberate repetition of similar vowel sounds for stylistic effect (e.g., *feel/clean*).

audience. The intended readers, listeners, or viewers for a particular text. In planning a piece of writing, writers must take into account the purpose and audience in choosing an appropriate form of writing.

blog. A short form for *Web log*. An online forum where people share personal journal entries, opinion articles, and/or photographs with others on a regular basis.

body language. Non-verbal communication through gestures, facial expressions, and body movement.

coherence. The underlying logical connectedness of the parts of an oral, written, or visual text. A paragraph is coherent if all of its sentences are connected logically so that they are easy to follow. An essay is coherent if its paragraphs are logically connected.

collage. A form of art in which a variety of materials, such as photographs, fabric, objects, and printed text, are attached to a surface. Students can demonstrate their understanding of many themes and issues through the choice of materials and design elements of a collage.

colloquialism. A word or expression used in everyday conversation but not in formal language (e.g., *Gimme a break!*).

comma splice. A sentence error caused by using a comma instead of a stronger punctuation mark or a conjunction to join two main clauses (e.g., *The picnic is an annual event, this year it will be held at the lake*).

commonly confused words. Words often mistaken for other words that are spelled or pronounced in the same or almost the same way (e.g., *compliment/complement, effect/affect*).

comprehension. The ability to understand and draw meaning from spoken, written, and visual communications in all media.

comprehension strategies. A variety of cognitive and systematic techniques that students use before, during, and after listening, reading, and viewing to construct meaning from texts. Examples include: making connections to prior knowledge and experience and to familiar texts; skimming text for information or details; scanning text to determine the purpose of the text or type of material; visualizing to clarify or deepen understanding of the text; finding important ideas; questioning; adjusting reading speed according to the level of difficulty of the text or the kind of reading; rereading a passage to clarify meaning; reading ahead; considering how the meaning of the text matches up with prior knowledge; summarizing information; inferring; analysing and synthesizing. *See also* **reading strategies**.

concept map. A graphic organizer students can use to explore knowledge and gather and share information and ideas. Features of concept maps may include various shapes and labels, as well as arrows and other links to show relationships between ideas.

controlling idea. An important or central concept, theme, or argument that is used to unify a written, oral, or media text.

conventions. Accepted practices or rules in the use of language. In the case of written or printed materials, some conventions help convey meaning (e.g., punctuation, typefaces, capital letters) and other conventions aid in the presentation of content (e.g., table of contents, headings, footnotes, charts, captions, lists, pictures, index). *See also* **text features**.

creative thinking. The process of thinking about ideas or situations in inventive and unusual ways in order to understand them better and respond to them in a new and constructive manner. Students think creatively in all subject areas when they imagine, invent, alter, or improve a concept or product.

critical literacy. The capacity for a particular type of critical thinking that involves looking beyond the literal meaning of texts to observe what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical literacy goes beyond conventional critical thinking in focusing on issues related to fairness, equity, and social

justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable.

critical thinking. The process of thinking about ideas or situations in order to understand them fully, identify their implications, and/or make a judgement about what is sensible or reasonable to believe or do. Critical thinking skills used in reading include: examining opinions, questioning ideas, interpreting information, identifying values and issues, detecting bias, detecting implied as well as explicit meanings. Critical thinking skills used in writing include: questioning, hypothesizing, interpreting, inferring, analysing, comparing, contrasting, evaluating, predicting, reasoning, distinguishing between alternatives, making and supporting judgements, synthesizing, elaborating on ideas, identifying values and issues, detecting bias, detecting implied as well as explicit meanings.

cueing systems. Cues or clues that effective readers use in combination to read unfamiliar words, phrases, and sentences and construct meaning from print. **Semantic** (meaning) **cues** help readers guess or predict the meaning of words, phrases, or sentences on the basis of context and prior knowledge. Semantic cues may include visuals. **Syntactic** (structural) **cues** help readers make sense of text using knowledge of the patterned ways in which words in a language are combined into phrases, clauses, and sentences. **Graphophonic** (phonological and graphic) **cues** help readers to decode unknown words using knowledge of letter–sound relationships, word patterns, and words recognized by sight.

cues, non-verbal. Aspects of spoken or unspoken communication that convey meaning without the use of words. Examples include: facial expressions, gestures, body language.

cues, verbal **(oral language).** Aspects of spoken language that convey meaning. Examples include: types of words (e.g., nouns, verbs, linking words, modifiers); prefixes and suffixes (e.g., indicators of plurals, verb tenses); sound patterns (e.g., rhyme); pauses; pace; tone of voice or intonation; volume; pitch; modulation; inflection.

culture. The way in which people live, think, and define themselves as a community.

diction. The choice of words or phrases in speech or writing; the particular words chosen to express an idea.

differentiated instruction. An approach to instruction that maximizes each student's growth by considering the needs of each student at his or her current stage of development and then offering that student a learning experience that responds to his or her individual needs.

diversity. In reference to a society, the variety of groups of people who share a range of commonly recognized physical, cultural, or social characteristics. Categories of groups may be based on various factors or characteristics, such as gender, race, culture, ethnicity, sexual orientation, ability/disability, appearance, age, religion, and socio-economic level.

dramatic irony. A situation in which the significance of a character's words or actions is clear to the audience or reader but unknown to the character.

editing. The making of changes to the content, structure, and wording of drafts to improve the organization of ideas, eliminate awkward phrasing, correct grammatical and spelling errors, and generally ensure that the writing is clear, coherent, and correct. *See also* **writing process**.

electronic link. An electronic connection that allows users to move quickly within or between documents, files, or websites on a computer.

elements of media works. The elements of media works may be grouped in the following way:

- *Audio elements.* Speech, music, background sounds, sound effects, volume, dialects and accents, silence, narration, pace, sequence of sounds.
- *Visual elements.* Lighting, colour, images, size and type of lettering, size of images, sequence (e.g., of images, symbols, graphics, camera angles, or logos), props (e.g., costumes, furnishings), speed of presentation, shape or design, credits, details of sponsorship, animation, live action.
- *Compositional elements.* Plot, form (structure), theme, setting, atmosphere, point of view, characterization.

elements of text. The characteristic aspects of a particular text form (e.g., story: plot, characters, setting, theme).

elements of writing **(composition and style).** Essential aspects of written compositions. Examples include: a central theme or topic; the organization of information and ideas; diction (word choice); the use of conventions of spelling, punctuation, grammar, sentence structure, and paragraphing; plot; characterization; atmosphere; point of view; literary (stylistic) devices.

essay. A prose composition that discusses a subject or makes an argument. This type of writing often presents the writer's own ideas on a topic. *See also* **academic essay, personal essay**.

etymology. The origin and history of the form and meaning of a word. Dictionaries often provide etymologies of words.

expectations. The knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed. **Overall expectations** describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade. **Specific expectations** describe the expected knowledge and skills in greater detail.

explicit information and ideas. Information and ideas that are stated clearly and directly. (*Compare* **implicit meaning.**)

explicit teaching. Direct, purposeful teaching of specific knowledge, skills, or strategies. In explicit teaching, the teacher: explains what the knowledge, skill, or strategy is, why it is used, and when to use it; models how to use it; guides and coaches students as they practise it (e.g., in shared reading and then in guided reading sessions); and then asks them to demonstrate their learning independently.

figurative language. Words or phrases used in a non-literal way to create a desired effect (e.g., metaphors, similes, personification, oxymoron). *See also* **imagery, literary device.**

fishbone map. A graphic organizer that uses framing questions to show the causal relationships involved in a complex event. Framing questions might include: "What are the factors that cause X? How do they relate to one another?"

five (5) W's. The five basic questions (*who, what, where, when,* and *why*?) that provide a framework for recounting personal or factual experiences and retelling stories or events.

flow chart. A visual way of organizing information and ideas to show relationships (e.g., to show the sequence of events in a short story; to describe relationships among characters in a situation comedy).

foreshadowing. A literary device in which an author provides an indication of future events in the plot.

forms of informational texts. Examples include: history book, geography text, report, essay, theatre or concert program, book review, editorial, newspaper or magazine article, television or radio script, letter (personal, business), invitation, manual, public sign, label, biography, autobiography, speech, résumé, personal journal, diary, brochure, reference book, encyclopaedia.

forms of literary texts. Examples include: story, short story, adventure story, detective story, myth, legend, folk tale, cumulative tale, lyric poem, dramatic poem, ballad, novel, mystery novel, historical novel, science fiction novel, soliloquy, play, script, storybook, picture book, pattern book, chapter book. *See also* **genres.**

forms of media texts. Examples include: advertisement, e-mail, film, video, DVD, clothing, athletic wear, food packaging, action figure, jewellery, newspaper, magazine, brochure, movie trailer, editorial, sculpture, song, dance, news report, sports program, documentary, situation comedy (sitcom), television or radio drama, nature program, interview, travelogue, television commercial, cartoon, web page, CD-ROM dictionary, interactive software, multimedia text, blog, database.

forms of oral texts. Examples include: greeting, conversation, question, statement, exclamation, instructions, directions, poem, rhyme, song, rap, story, anecdote, announcement, news broadcast, interview, oral presentation, speech, recitation, debate, report, role play, drama.

forms of writing. Examples include: story or other narrative piece, anecdote, commentary, critical review, description, instructions or procedures, recount (personal or informational), transcription of an interview, announcement, argument, position paper, essay, research report, television or radio script, editorial, speech, letter, minutes of a meeting, notes, jottings, poem, song text, dialogue, label, supported opinion, summary, cartoon caption, log, diary, memoir, journal, riddle, script for a commercial, advertisement, list, survey, word web, chart.

free verse. Poetry written without a regular metrical pattern. Free verse may be rhymed or unrhymed. A free-verse poem is based on natural rhythms of speech and free expression rather than on a predetermined form.

free writing. A technique that is used for developing possible content for a piece of writing and that involves recording thoughts, images, and ideas without restraint.

genres. The types or categories into which literary works are grouped. Examples include: novel, short story, essay, poetry, and drama. *See also* **forms of literary texts.**

graphic novel. A story in comic-strip form, published as a book.

graphic organizer. A visual framework (e.g., a Venn diagram, a word web, a flow chart) that helps students organize, analyse, synthesize, and assess information and ideas. *See also* under individual types of organizers.

graphophonics. The study of the relationships between the symbols and sounds of a language and the visual information on the page.

graphophonic cues. See **cueing systems.**

higher-order thinking. The process of mentally manipulating and transforming information and ideas in order to solve problems, acquire understanding, and discover new meaning. Higher-order thinking skills include: focusing, information gathering, combining facts and ideas, organizing, analysing, synthesizing, generalizing, integrating, explaining, hypothesizing, interpreting, evaluating, drawing conclusions.

homonym. A word that has the same spelling as another word but a different meaning (e.g., *ear*, meaning *the organ of hearing*, and *ear* [of corn], meaning *the seed-bearing head of a cereal plant*).

homophone. A word that has the same sound as another word but a different meaning and spelling (e.g., *seas/seize; pore/pour*).

hyperbole. A literary device in which exaggeration is used deliberately for effect or emphasis (e.g., *a flood of tears, piles of money*).

hyperlink. In an electronic document, a cross-reference or link to a web page or another electronic document. A hyperlink is usually a particular word, button, or graphic. When the user clicks on it, the new web page or document is displayed.

idiom. A group of words that, through usage, has taken on a special meaning different from the literal meaning (e.g., *Keep your shirt on!* or *It's raining cats and dogs.*).

imagery. Descriptions and figures of speech (e.g., metaphors, similes) used by writers to create vivid mental pictures in the mind of the reader. *See also* **figurative language, literary device.**

implicit meaning. Ideas and concepts that are present but stated indirectly. (*Compare* **explicit information and ideas.**)

inclusive language. Language that is equitable in its reference to people, thereby avoiding stereotypes and discriminatory assumptions (e.g., *police officer* includes both males and females, whereas *policeman* refers only to males). *See also* **non-discriminatory language.**

inferring. Drawing meaning from or reaching a conclusion using reasoning and evidence from a text, based on what the author states and implies in the text and what the reader brings to the text from his or her prior knowledge and experience.

informational text. See **forms of informational texts.**

irony. A meaning of words in context that differs from, and is often the opposite of, their literal meaning. *See also* **dramatic irony.**

jargon. Another term for **specialized language**, usually used pejoratively.

language pattern. A particular arrangement of words that helps the reader determine meaning by providing a certain level of predictability (e.g., inversion of subject and verb in interrogative sentences).

level of language. A style of language (e.g., formal, colloquial) appropriate to a specific purpose, audience, or situation. The style is determined by the degree of formality in a particular social situation, the relationship among the individuals involved in the communication, and the purpose of the interaction. Sometimes referred to as *register*.

listening and speaking skills. Skills that include: determining the purpose of listening; paying attention to the speaker or performer; following directions and instructions; recalling ideas accurately; responding appropriately to thoughts expressed; judging when it is appropriate to speak or ask questions; allowing others

a turn to speak; speaking clearly and coherently; asking questions to clarify meaning or to obtain more information; responding with consideration for others' feelings; using and interpreting facial expressions, gestures, and body language appropriately.

literary device (also referred to as a **stylistic device**). A particular pattern of words, a figure of speech, or a technique used in literature to produce a specific effect. Examples include: rhyme, parallel structure, analogy, comparison, contrast, irony, foreshadowing, allusion, juxtaposition, simile, metaphor, personification, pun, hyperbole, oxymoron, symbolism. *See also* **figurative language, imagery.**

literary text. See **forms of literary texts.**

mass media. Means of communication aimed at a very large audience. Examples include: mass-market paperback books, television, movies, newspapers, magazines, the Internet.

media. The plural of *medium.* Means of communication, including audio, visual, audio-visual, print, and electronic means.

media conventions and techniques. The means of producing particular effects using voice, images, and sound to support the messages or themes in a text. Examples include the use of: colour, voice-over narration, animation, simulation, variations in camera angles or distance, fading in and out of sounds or images, hot links and navigation buttons on a website, live action, special effects, variations in volume, variations in speed or pace, motion, flashbacks, collages, dialogue, variations in size and type of lettering or size of images, sequencing of sounds and images, symbols, speech, music, background sounds, sound effects, dialects and accents, silence, narration, graphics, logos, props (e.g., costumes, furnishings), aspects of design and layout, credits, details of sponsorship, animation.

media literacy. An informed and critical understanding of the nature of the media, the techniques used by them, and the impact of these techniques. Also, the ability to understand and use the mass media in an active, critical way. *See also* **media literacy, five key concepts of.**

media literacy, five key concepts of. For the purposes of this document, the five key concepts of media literacy are:

1. All media are constructions.
2. The media contain beliefs and value messages.
3. Each person interprets messages differently.
4. The media have special interests (commercial, ideological, political).
5. Each medium has its own language, style, form, techniques, conventions, and aesthetics.

See also **media literacy.**

media text. A product that is communicated through a medium. *See also* **forms of media texts.**

medium. A communication vehicle such as radio, television, or the Internet. The plural is *media.*

mentor texts. Texts that are chosen and used intentionally/explicitly by the teacher to illustrate specific teaching points (e.g., voice, word choice, use of dialogue).

metacognition. The process of thinking about one's own thought processes. Metacognitive skills include the ability to monitor one's own learning.

mind map. A graphic representation of information that is intended to clarify meaning. In making a mind map, students summarize information from a text and organize it by listing, sorting, or sequencing it, or by linking information and/or ideas. Mind maps help students understand the relative importance of individual points and the way in which these points relate to one another.

mnemonics. Techniques for improving or supporting the memory (e.g., memory tricks that are used to help remember the spelling of a difficult word – Ice *is a noun and so is* practice).

modelling. A demonstration by the teacher of how to perform a task or use a strategy. Students copy the teacher in order to learn the modelled processes and skills. Modelling may include thinking aloud, to help students become aware of the processes and skills involved.

multimedia presentation. A single work that uses more than one medium to present information and/or ideas: for example, an oral report that includes a slide show, diagrams, and a video or audio clip.

non-discriminatory language. Language that conveys respect for all people and avoids stereotyping based on gender, race, religion, culture, social class, sexual orientation, ability, or age. *See also* **inclusive language.**

onomatopoeia. The use of a word having a sound that suggests its meaning (e.g., *splash, murmur, buzz, twitter*).

oral language structures. Verbal structures that are used in speaking. Examples include: conventional sentence structures (e.g., interrogative, exclamatory; simple, compound, complex); colloquial structures (e.g., one-word answers, verbless sentences); contractions; colloquial idioms.

oral text. See **forms of oral texts.**

organizational patterns of text. Ways in which texts are structured in different forms or genres of writing. Examples include: time order or chronological order (events presented in time sequence); comparison and contrast (an outline of similarities and differences); cause and effect (an outline of events or actions linked to their consequences); generalization (general statements supported by examples); combined/multiple orders (two or more organizational patterns used together: for example, comparison/contrast and cause/effect).

overall expectations. See **expectations.**

oxymoron. A combination of words with contradictory meanings, used deliberately for effect (e.g., *delicious torment, living death*).

paraphrase. A restatement of an idea or text in one's own words.

parenthetical referencing. A technique of citation in which an acknowledgement is placed in parentheses and inserted into a research essay wherever the writer has taken words, facts, or ideas from another source. Usually the author's last name and a page reference are used to identify the source. Each source cited in parenthetical references must have a corresponding entry in the list of **works cited**.

personal essay (also referred to as a *reflective essay*). An essay written in an informal style on a subject of personal interest to the writer. This type of writing usually presents the writer's own ideas or reflects aspects of the writer's personality.

phonemic awareness. The ability to hear, identify, and manipulate phonemes (the smallest units of spoken language) in spoken words.

phonics. Instruction that teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.

phonological awareness. The ability to focus on and manipulate units of language, including phonemes and larger spoken units such as syllables and words.

podcast. A digital recording of a broadcast, available on the Internet for downloading to a personal computer or audio player.

point of view. The position of the narrator in relation to the story; thus, the vantage point from which events are seen (e.g., the omniscient, the third-person, or the first-person point of view).

pragmatics. The study of how people choose what they say or write from the range of possibilities available in the language and the effect of those choices on listeners or readers. Pragmatics involves understanding how the context influences the way sentences convey information (e.g., the speaker/author/producer's choice of text form, text features, use of conventions, and presentation style affect how the listener, reader, or viewer will understand the text).

précis. A concise summary of the ideas in a text.

print and electronic resources. Information/reference materials in print or electronic media. Examples include: books (fiction and non-fiction), newspapers, magazines, encyclopaedias, reports, television programs, videos, CD-ROMs, computer graphics programs, word-processing programs, models for writing (e.g., stories or essays by published writers), style guides, databases, dictionaries, thesauri, spell-check programs.

prior knowledge. The background experience and knowledge that a student brings to classroom learning. Instruction builds on prior knowledge in order to introduce new learning. Since students come to school with a wide variety of prior knowledge, teachers need to be aware of their students' backgrounds in planning lessons.

product placement. The use of brand-name products in television programs, movies, games, and other media productions as a form of paid advertising.

proofreading. The careful reading of a final draft of written work to eliminate typographical errors and to correct errors in grammar, usage, spelling, and punctuation. *See also* **writing process.**

reader's notebook. A notebook in which individual students record observations and reflections about texts read and their reading process, as well as related diagrams, definitions, lists (e.g., "books read", "books to read"), explanations, descriptions, predictions, findings, and conclusions. The reader's notebook supports students' thinking about their reading and is a helpful tool for discussing their reading with the teacher and their peers.

readers' theatre. An instructional activity in which students: adopt the roles of different characters and of a narrator to read a text; or develop scripts based on familiar texts, practise their parts, and then present their rehearsed reading to others.

reading fluency. The ability to read with sufficient ease and accuracy to focus the reader's or listener's attention on the meaning and message of a text. Reading fluency involves not only the automatic identification of words but also qualities such as rhythm, intonation, and phrasing at the phrase, sentence, and text levels, as well as anticipation of what comes next in a text.

reading strategies. Approaches used before, during, and after reading to figure out unfamiliar words, determine meaning, and increase understanding of a text. Examples include comprehension strategies and word-solving strategies, including the use of cueing systems. Good readers use a combination of word-solving and comprehension strategies, while maintaining a focus on developing and deepening their understanding of a text. *See also* **comprehension strategies.**

report. An oral or written account or opinion formally expressed, based on the findings from an investigation or inquiry.

research. A systematic investigation involving the study of materials and sources in order to establish facts and seek out the truth. Such an investigation generally has the following stages: selecting a topic, narrowing the focus, locating appropriate resources, gathering information, analysing material and forming conclusions, presenting the information in written and/or oral form, and documenting the sources of information and ideas.

revising. The process of making major changes to the content, structure, and wording of a draft to improve the organization of ideas, eliminate awkward phrasing, correct errors, and generally ensure that the writing is clear, coherent, and correct. *See also* **writing process.**

rhetorical devices and techniques. Elements of style used in speech or writing to achieve special effects, usually in order to persuade, interest, or impress an audience (e.g., rhythm, repetition, rhetorical question, emphasis, balance, dramatic pause).

rhetorical question. A question asked not for information but for dramatic effect. The answer may be self-evident (*Why should I care what they think?*) or immediately provided by the questioner (*What should be done? Well, first we should…*).

role playing. A dramatic technique in which participants act the part of another character, usually in order to explore the character's thoughts, feelings, and values.

run-on sentence. A sentence error in which two or more sentences are run together and punctuated as one, or a series of main clauses are not separated by the required conjunctions or punctuation.

scaffolding. Instruction that helps students build on their prior knowledge and experiences in order to reach higher levels of learning and proficiency. Teachers provide temporary support until students develop the ability to apply newly learned skills and knowledge independently.

semantic cues. *See* **cueing systems.**

slang. Very informal language patterns or vocabulary used by particular groups, or in special contexts, or to reflect trends.

sound devices. Literary techniques in which words are selected for the sounds they make (e.g., rhyme, assonance, consonance, alliteration, and onomatopoeia).

specialized language. Words and phrases that have a particular meaning because of the context in which they are used (e.g., cinematic terms such as *close-up* or *fade out* used in a film review). *See also* **technical language.**

specific expectations. *See* **expectations.**

standard Canadian English. Oral and written English that follows accepted rules and practices of grammar, usage, spelling, and punctuation and that is used across a broad spectrum of Canadian society (e.g., in government, educational, medical, legal, science, business, and media communications).

stereotype. An image of a particular type of person or thing that has become fixed through being widely held. Stereotypes are usually conventional, formulaic, and oversimplified.

story grammar. The structure and elements of narrative text. In Western cultures, story grammars have the following elements: setting (time, place); characters; the introduction of a problem or conflict; events (e.g., the reaction of the central character and his or her attempts to solve the problem); a resolution or conclusion; and a theme. A story map is a graphic organizer that traces the story grammar.

storyboard. A sequence of images used to plan a film, video, television program, or drama.

strands. The four major areas of language use into which the English curriculum is organized: Oral Communication, Reading and Literature Studies, Writing, and Media Studies.

student-teacher conference. A teacher's planned dialogue with an individual student about his or her learning. Conferences offer teachers opportunities to get to know their students' strengths and the challenges they face in relation to specific learning strands or expectations; to monitor their progress; and to plan future instruction based on identified needs and interests.

style. A manner of writing or speaking or performing. In a literary work, style usually refers to distinctive characteristics of the diction, figurative language, literary devices, language patterns, and sentence structures of the work.

stylistic device. *See* **literary device.**

summarizing. Stating the main points or facts of a text.

symbol. Something that stands for or represents an abstract idea.

synonym. A word that has the same or almost the same meaning as another word (e.g., *clean/pure*).

synopsis. A brief summary providing a general view of a topic, subject, or work.

syntactic cues. *See* **cueing systems.**

syntax. The predictable structure of a language and the ways in which words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., nouns, verbs, adjectives) and their functions (e.g., subject, object). *See also* **cueing systems.**

synthesis. A new whole that is formed when ideas and information are linked, combined, and/or integrated.

technical language. The terminology used in a discipline or understood by a trade, profession, or group of people (e.g., in metal working, the term *pig* means *a mould for casting metals*). *See also* **academic language, specialized language.**

template. A document with a predetermined form, included in most word-processing and presentation software (e.g., calendar, memo, and letter templates).

text. A means of communication that uses words, graphics, sounds, and/or images, in print, oral, visual, or electronic form, to present information and ideas to an audience.

text features. The physical or design characteristics of a text that clarify and/or give support to the meaning in the text (e.g., title, headings, subheadings, bold and italic fonts, illustrations). *See also* **conventions.**

text form. A category or type of text that has certain defining characteristics. The concept of text forms provides a way for readers and writers to think about the purpose of a text and its intended audience.

thesis statement. The statement in an essay that communicates the writer's main point and purpose. The thesis statement usually appears at the beginning of an essay.

tone. A manner of speaking, writing, or creating that reveals the speaker's, author's, or producer's attitude towards a subject and/or audience.

topic sentence. The sentence that expresses the central idea in a paragraph.

tree diagram. A graphic organizer that is used to classify a topic into groups and items (e.g., when summarizing or planning a report).

unity. Adequate interconnection and coherence among the parts of a work, achieved when the details relate clearly to the controlling idea of the work.

usage. The generally accepted ways in which language is used to communicate meaning (e.g., single negatives preferred to double negatives, as in *I don't see any reason*, rather than *I don't see no reason*).

vertical files. A collection of newspaper and magazine articles, photographs, maps, and pamphlets on specific topics.

voice. The style or character of a piece of writing conveyed through the author's use of vocabulary, sentence structure, imagery, rhythm, and other elements that contribute to the mood of the piece as a whole.

webcast. A broadcast or recording of an event on the World Wide Web.

web page. A page of information at a website. It may include text, graphics, and links to other web pages.

webquest. An inquiry in which most or all of the information gathered is drawn from the World Wide Web.

website. A collective term for all of the web pages at a particular site on the Web. A website can cover one topic or a variety of topics.

word pattern. The particular arrangement of the components in a group of words that have elements in common with respect to meaning, syntax, spelling, and/or sound (e.g., the formation of the past tense in a group of verbs by adding the suffix *-ed* to the verb root).

word-solving strategies. Any of a variety of semantic, syntactic, or graphophonic strategies that help students read a word. Examples include: decoding words; using knowledge of the structure or meaning of words to read unfamiliar words; combining knowledge of letter-sound relationships with clues from an illustration to predict the word.

word wall. A list of words, grouped alphabetically and prominently displayed in the classroom, that teachers use to help students become familiar with high-frequency words.

word web. A graphic presentation of words associated with a subject showing the relationships between or among ideas or information.

works cited (also referred to as *references* or *bibliography*). An organized list of all the sources used in preparing a research essay (e.g., books, articles, interviews, websites, CD-ROMs). An annotated bibliography includes a brief description or assessment of each source. *See also* **parenthetical referencing.**

writer's notebook. A notebook in which individual students record notes, lists, drafts, observations, strategies, information, and ideas to support their writing development. The writer's notebook is personal – a place where students capture moments and scenes that they want to remember and outline strategies that will help them develop as writers.

writing process. The process involved in producing a polished piece of writing. The writing process comprises several stages, each of which focuses on specific tasks. The main stages of the writing process are: planning for writing, drafting, revising, editing, proofreading, and publishing.

writing skills. The skills needed to produce clear and effective writing. Writing skills include: organizing and developing ideas logically; identifying the level of language appropriate to the purpose for writing and the audience being addressed; choosing the form of writing appropriate to the purpose for writing; choosing words, phrases, and structures that are both appropriate for the context and effective in conveying one's message; using language structures and patterns correctly; using correct grammar, spelling, and punctuation; attending to style, tone, and point of view; showing awareness of the audience; revising to improve the development and organization of ideas; editing to improve style and to correct errors in grammar, spelling, and punctuation.

zine. A word, derived from *magazine,* that denotes an inexpensively produced, self-published publication. An *e-zine* is a zine that is published electronically, especially on the Internet.

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